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CITIZENSHIP
AND
GOVERNMENT
IN
CONNECTICUT

DOUGLAS & MILLS

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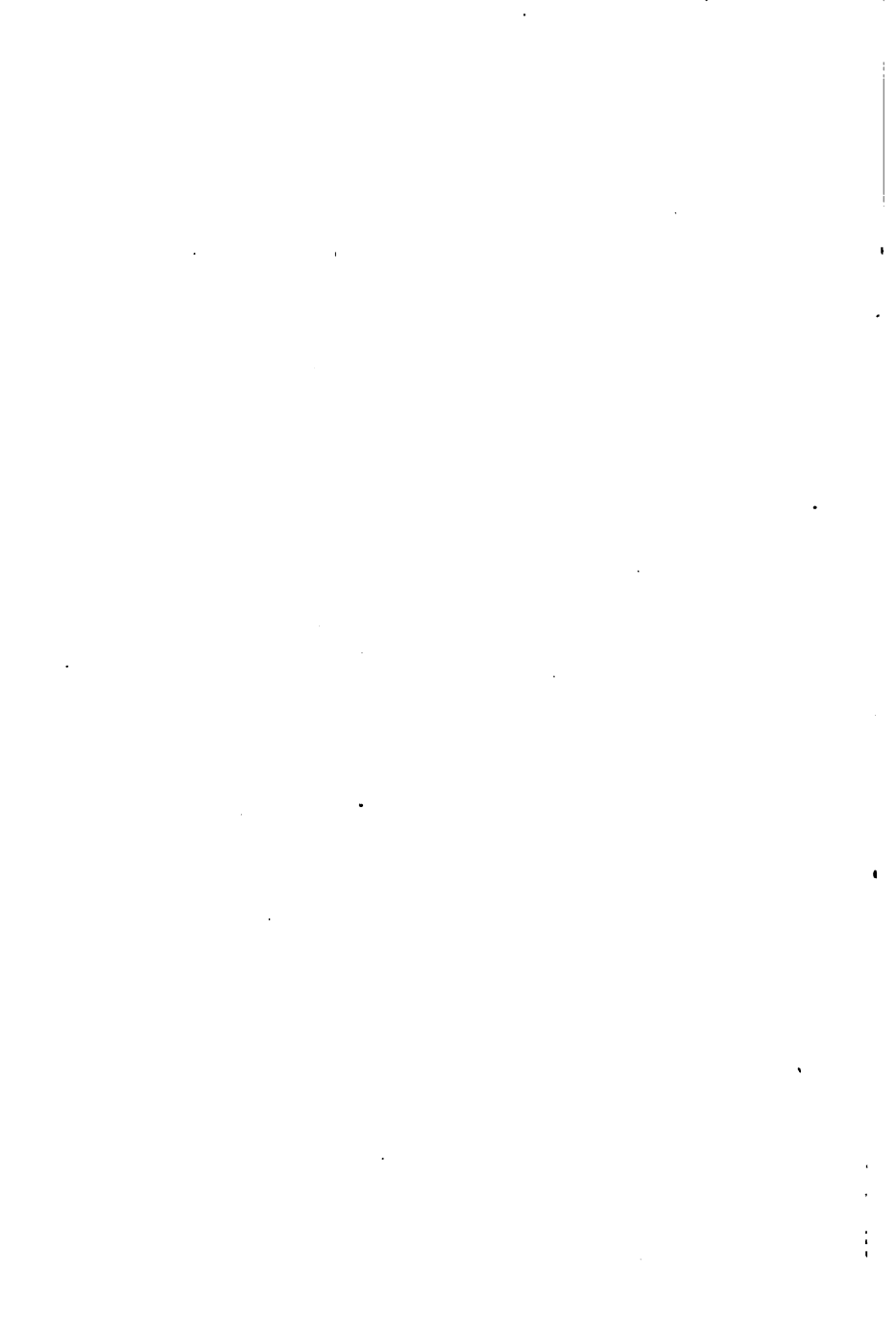
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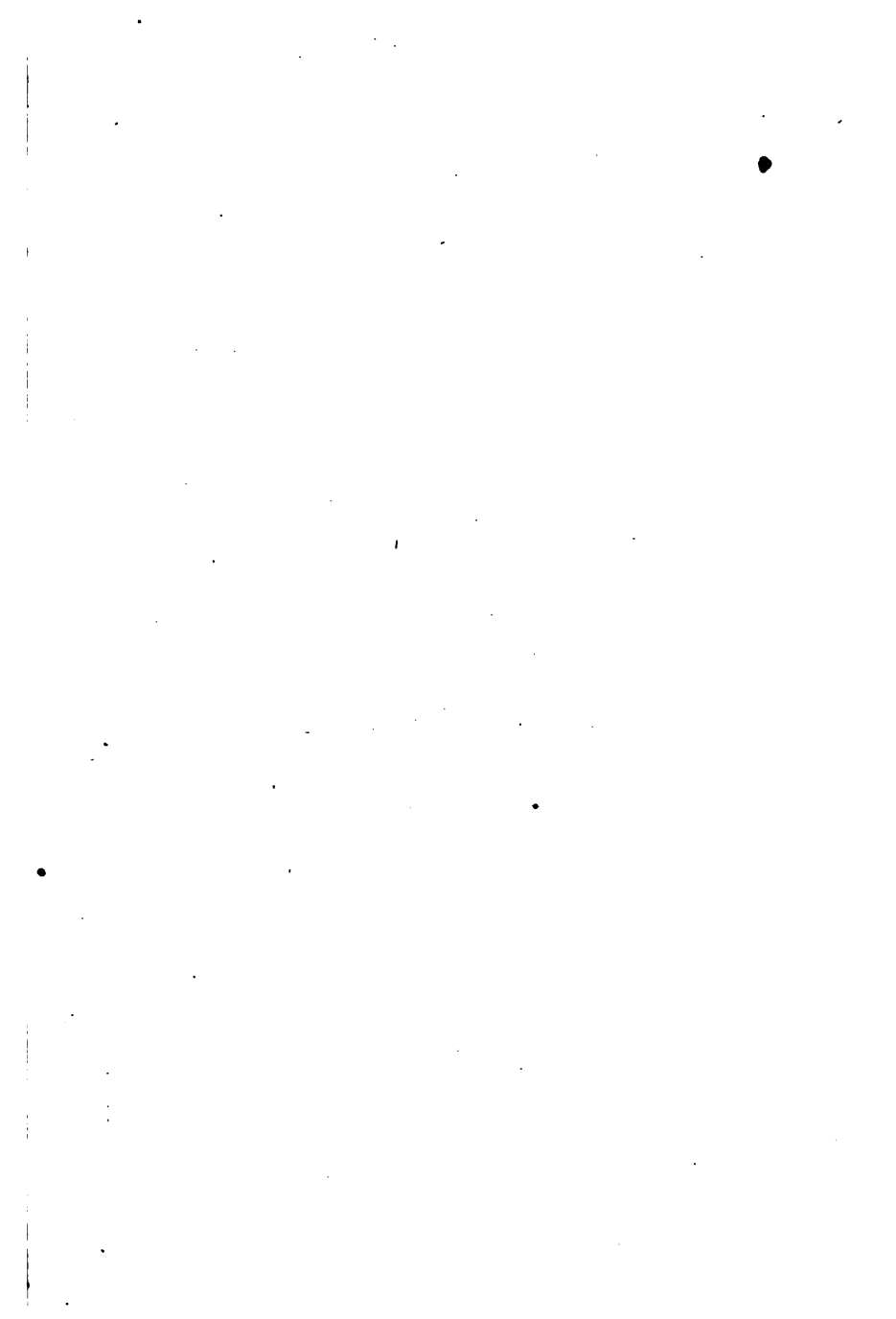


**GIFT OF THE
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THE CAPITOL AT HARTFORD, CONN

THE
GOVERNMENT OF THE PEOPLE
IN THE STATE OF
CONNECTICUT

BY
CHARLES HENRY DOUGLAS, A. M.

REVISED AND REWRITTEN BY LEWIS SPRAGUE MILLS,
A. M., AGENT OF THE CONNECTICUT STATE
BOARD OF EDUCATION, JANUARY, 1917



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PREFACE

THE history of more than two hundred and fifty years of self-government in this Commonwealth affords much to stimulate patriotic devotion to both State and nation. The study of the details of administration of the local government is an important part of the preparation for citizenship.

It is desirable that the teacher should have access to Hollister's *History of Connecticut*, the latest *State Register and Manual*, Johnston's *Connecticut*, and Bancroft's *History of the United States*. A more extensive list of reference books can readily be compiled from the excellent bibliography given by Johnston.

Later books for reference are:

A History of Connecticut, Sanford, 1905.

Historic Towns of the Connecticut River Valley, Roberts, 1906.

A History of Connecticut, Clark, 1914.

Once Upon a Time in Connecticut, Newton, 1916.

Preparing for Citizenship, Guitteau.

American Citizenship, Beard.

Our America, Lapp.

Civics for the Seventh and Eighth School Years, Fradenburg.

Local Town Histories.

Local Town and School Reports.

General Statutes of Connecticut.

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INTRODUCTION

As applied to an American Commonwealth the word State signifies a political community of free citizens, occupying a territory of defined boundaries, organized under a government sanctioned and limited by a written Constitution, and established by the consent of the people. Each State or Commonwealth maintains a republican form of government, which is guaranteed by the United States.

A State or Commonwealth is a public corporation, and has many rights also possessed by a free person. It can buy and sell property and hold it in possession. It can make contracts or agreements and compel those who form the contract to perform their part. Yet because it is the State and possesses many powers which a human being cannot possess or exercise, the State cannot be sued as easily as an individual or a private corporation. The State as a public corporation is next in rank to the United States. Public corporations of lesser rank are counties, cities, and towns. There are cases in which the United States, a State, a county, a city, or a town may be sued.

The State differs from the government of the State. The body of men to whom the business of the State is committed by the electors are public servants. They possess no authority not delegated to them by the State Constitution and the laws made in accordance with it. The laws of the State are made by its legislature and are of general application in the State unless otherwise specified.

Local government consists chiefly in the administration of these laws. Cities and boroughs, through the agency of councils, and towns in their town meetings, may enact ordinances in force only within their respective areas. All such ordinances must be consistent with the Constitution and the laws of the State.

The State Constitution is therefore the supreme law of the State,—supreme unless it conflicts with the supreme law of the United States, which is the national Constitution and the treaties and laws made by its authority.

A citizen of Connecticut is therefore governed by several sets of laws. Whether he resides in a town, a borough or a city, he is governed by local laws or ordinances, also by the laws of the State, the Constitution of the State, the laws of Congress, the treaties made by Congress, and by the Constitution of the United States.

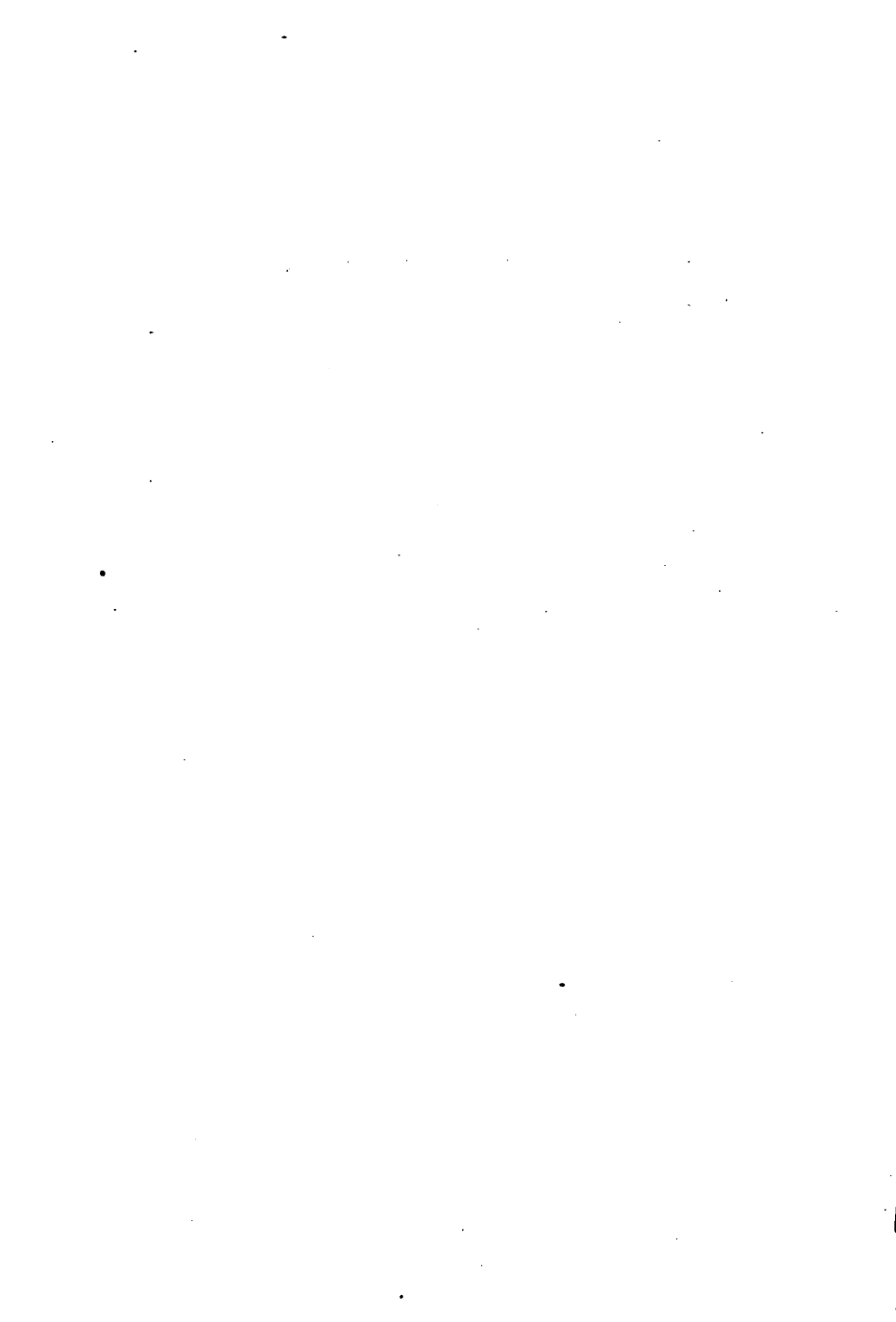
He is only indirectly affected by the laws, the treaties, and the Constitution of the United States. By far the greater part of his interests are directly affected by local laws or ordinances and by State laws.¹

Connecticut is independent of every other Commonwealth, but it is an integral part of the United States. It is one of the original thirteen States, and bears as a State a relation to all the other States which may be compared

¹ "An American may, through a long life, never be reminded of the Federal Government, except when he votes at presidential or congressional elections, lodges a complaint against the post-office, and opens his trunk for a custom-house officer on the pier at New York when he returns from a tour in Europe. His direct taxes are paid to officials acting under State laws. The State, or a local authority constituted by the State statutes, registers his birth, appoints his guardian, pays for his schooling, gives him a share in the estate of his father deceased, marries him, divorces him, entertains civil action against him, declares him a bankrupt, hangs him for murder. The police that guard his house, the local boards which look after the poor, control highways, impose water rates, manage schools—all these derive their legal powers from the State alone."—BRYCE'S *American Commonwealth*.

to the relation which one organ of the human body bears to all the other organs. The inhabitant of Connecticut may be a citizen or an alien. If a citizen, he may be an elector if he complies with the requirements of the State Constitution. If a citizen of Connecticut, he is also a citizen of the United States.

Because his interests are identified with those of Connecticut, he is directly concerned in the government of the State. If an elector, he exercises a power in determining what kind of government shall exist in the State and who shall administer it. He votes directly for State, town, city, or borough officers. If any officers are appointed, he votes for the officer who appoints them. If there is inefficient or bad government in the State or in any of its civil divisions, the citizens may correct abuses by their votes. The people are chiefly responsible for the entire conduct of the public business because the public business is entrusted to their servants. If they neglect these civil interests, they endanger their own peace and prosperity.



INTRODUCTION TO REVISED EDITION

A REVISION of *The Government of the People of the State of Connecticut*, by Douglas, was begun in 1915. The work has been continued during more than a year, until most of the book has been not only revised, but rewritten and rearranged.

Chapter I for grades one, two and three, is entirely new. It is to be used by the teacher as a guide for her work in these grades. Four lessons per month have been planned. Several problems for discussion have been put in for the purpose of making the work as real as possible for the children.

Chapter II for grade four is entirely new and takes up the seven forms of government under which most children live. This chapter is for the use of the teacher and offers many suggestions for observations and inquiries on the part of both teacher and pupils.

Chapter III for grade five is entirely new. For this work the book should be placed in the hands of the pupils for regular study. At the close of the chapter are suggestions for study. These are divided by letters into four parts, corresponding to four lessons per month. It may not be possible to carry out all the work suggested each month; the points of most interest to the particular school or class, however, should be taken up thoroughly.

Chapter IV for grade six is mostly new and is of special importance. While parts of the chapter may be used for reading and discussion, or for reference only, the suggestions at the end afford abundant opportunity for organized and directed observation and inquiry con-

cerning town, borough, city, and county affairs. As much of this work as possible should be accomplished each month.

Chapter V gives the civic history of Connecticut. Without some understanding of this no child is qualified to study State government in Connecticut.

Chapter VI deals in detail with State government.

Chapter VII gives a brief account of education in Connecticut. Inasmuch as both men and women in Connecticut have the privilege of voting in connection with school affairs, it seems of special importance to instruct them in the history of Connecticut schools that they may better understand our present school organization.

Chapter VIII gives the Constitution of Connecticut in full, and the amendments. This should be read silently at seats and aloud in class, and the meaning made the subject of conversation and discussion. These chapters, V, VI, VII, VIII, are for the use of grade seven. At the close of Chapter VIII are suggestions for study for each month. These may be used in the same manner as suggested for grade six.

Beginning with grade five, each pupil should keep a note-book in connection with the work in citizenship. In this note-book each pupil should place the following:

1. Answers to all questions given in outline for study.
2. Other interesting facts.
3. Pictures, as postal cards, cuts from newspapers, etc.
4. Clippings from newspapers and magazines.
5. Maps and drawings made by the pupil.
6. Specimen ballots, all forms of election notices and other notices used in town, borough, city, county, or State government.
7. Any other data the teacher may think useful and important.

When such a note-book is carefully made up it is useful for reference in all grades, or even after the boy or girl has left school.

The subject of citizenship deserves a larger place in our schools than it has hitherto had, and should be studied more from local happenings than from a book.

It is intended that grade eight study National Government in much the same way as is outlined for State government. Thorpe's *Civil Government of the United States* is recommended for this work.

My sincere appreciation is hereby extended to Hon. Charles D. Hine, Secretary of the Connecticut State Board of Education, for his careful examination of the manuscript and for many valuable suggestions which have been incorporated; also, to W. S. Dakin for information and suggestions which have guided much of the work; also to town clerks, selectmen, teachers and others who have helped.

My earnest thanks are hereby extended to the following publishers for permission to use copyrighted poems:—To Doubleday, Page and Company for the use of a quotation from *The Old Flag* by Hubbard Parker from *Days and Deeds*, compiled by Burton E. Stevenson and Elizabeth B. Stevenson, and published by Doubleday, Page and Company; and to Houghton, Mifflin Company for use of quotations from Holmes's *Union and Liberty* and Longfellow's *Building of the Ship*, for which they are the authorized publishers.

LEWIS SPRAGUE MILLS.

Jan. 25, 1917.

CONNECTICUT ELECTOR'S OATH

I do solemnly swear that I will be true and faithful to the State of Connecticut and the Constitution and government thereof, as a full and independent State, and the Constitution of the United States; and whenever I shall be called to give my vote or suffrage touching anything that concerns this State or the United States, I will give it as I shall judge will conduce to the best good of the same without respect to persons, or favor of any man; so help me God.

OATH FOR WITNESS IN COURT

I solemnly swear that the evidence I shall give concerning the case now in question shall be the truth, the whole truth, and nothing but the truth; so help me God.

CONNECTICUT

(Adapted)

FITZGREENE HALLECK

And still her gray rocks tower above the sea *
That crouches at their feet, a conquered wave;
'Tis a rough land of earth, and stone, and tree,
Where breathes no castled lord or cabined slave;
Where thoughts, and tongues, and hands, are bold and
free,

And friends will find a welcome, foes a grave;
And where none kneel, save when to heaven they pray,
Nor even then, unless in their own way.

They love their land, because it is their own,
And scorn to give aught other reason why;
Would shake hands with a king upon his throne,
And think it kindness to his majesty;
A stubborn race, fearing and flattering none.

Such are they nurtured, such they live and die:
All—but a few apostates, who are meddling
With merchandise, pounds, shillings, pence, and peddling;

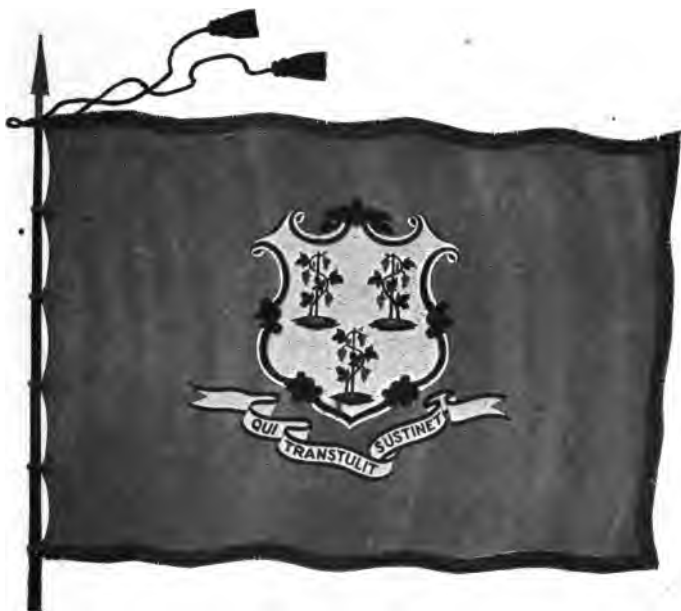
But these are but their outcasts. View them near
At home, where all their worth and pride is placed;
And there their hospitable fires burn clear,
And there the lowliest farm-house hearth is graced
With manly hearts, in piety sincere,
Faithful in love, in honour stern and chaste,
In friendship warm and true, in danger brave,
Beloved in life, and sainted in the grave.

And minds have there been nurtured, whose control
Is felt even in their nation's destiny,
Men who swayed senates with a statesman's soul
And looked on armies with a leader's eye;
Names that adorn and dignify the scroll,
Whose leaves contain their country's history,
And tales of Putnam's wolf, of Wadsworth's Charter Oak,
And Nathan Hale in quaint old school master's cloak.

Hers are not Tempe's nor Arcadia's spring,
Nor the long summer of Cathayan vales,
The vines, the flowers, the air, the skies, that fling
Such wild enchantment o'er Boccaccio's tales
Of Florence and the Arno—yet the wing
Of life's best angel, Health, is on her gales
Through sun and snow—and in the autumn time
Earth has no purer and no lovelier clime.

Her clear, warm heaven at noon,—the mist that shrouds
Her twilight hills,—her cool and starry eyes,
The glorious splendour of her sunset clouds,
The rainbow beauty of her forest leaves,
Come o'er the eye, in solitude and crowd,
Where'er his web of song her poet weaves;
And his mind's brightest vision but displays
The autumn-scenery of his boyhood's days.

And when you dream of woman, and her love;
Her truth, her tenderness, her gentle power;
The maiden, listening in the moonlight grove,
The mother smiling in her infant's bower;
Forms, features, worshipped while we breathe or move,
Be by some spirit of your dreaming hour
Borne, like Loretto's chapel, through the air
To the green land I sing, then wake, you'll find them there.



THE CONNECTICUT STATE FLAG

This is the Connecticut State Flag, as decided by the General Assembly in 1897. It is of azure blue, with shield of argent white, leaves and fruit in their natural colors. The dimensions are five feet and six inches by four feet and four inches.

THE CONNECTICUT SEAL

"From early times, certainly since 1656, Connecticut has placed upon her common seal vines, to represent her towns—at first three for the original towns; then one for each town; then, as the towns became more numerous, the original three again. The stripes on the flag of the United States, increased to fifteen until after the War of 1812, are a curious parallel. With the vines was the motto, at first on a scroll held by a hand coming out of a cloud, afterward on a scroll below the vines: *Qui transtulit, sustinet*."—JOHNSTON.

STATE MOTTO:—"Qui transtulit, sustinet."

He who transplanted still sustains.

"These wards, called townships in New England, are the vital principle of their government, and have proved themselves the wisest invention ever devised by the wit of man for the perfect exercise of self-government and for its preservation."

—JEFFERSON.

"Kings have been dethroned, recalled, dethroned again, and so many constitutions framed or formed, stifled or subverted, that memory may despair of a complete catalogue; but the people of Connecticut have found no reason to deviate essentially from the government as established by their fathers. History has celebrated the commanders of armies on which victory has been entailed, the heroes who have won laurels in scenes of carnage and rapine. Has it no place for the founders of States, the wise legislators who struck the rock in the wilderness, and the waters of liberty gushed forth in copious and perennial fountains?"

—BANCROFT.

LEGAL HOLIDAYS IN CONNECTICUT

| | |
|------------------------------|---------------------------|
| New Year's Day, | January first |
| Lincoln Day, | February twelfth |
| Washington's Birthday, | February twenty-second |
| Memorial Day, | May thirtieth |
| Independence Day, | July fourth |
| Labor Day, | First Monday of September |
| Columbus Day, | October twelfth |
| Christmas Day, | December twenty-fifth |

And the day designated by the Governor as a day of Fasting and Prayer, customarily Good Friday; and the day designated by the Governor as a day of Thanksgiving, customarily the last Thursday of November.

State Flower:—

Laurel

Area of Connecticut:—

5,004 sq. miles

Population, 1910:—

1,114,756

Children in Connecticut between the ages of 4 and 16, September, 1916, 287,702. Grand list of taxable property in Connecticut, October, 1914, \$1,105,081,413.00. Connecticut has 8 counties, 168 towns, and 20 cities.

CONNECTICUT

CHAPTER I

GRADES I, II, and III

RIGHT HABITS

"Habit is a cable; we weave a thread of it every day until it becomes so strong we cannot break it."—HORACE MANN.

If boys and girls are to become the best men and women possible they need to form right habits when young and to hold to them.

SEPTEMBER: CLEANLINESS

LESSON 1

a. Clean Bodies.—

Hands and face.

Bathing.

b. Problem for Discussion.—

A little girl came to school one morning without having washed her face and hands, saying she did not have time. Should she have taken the time even if late to school, or should she have found it in some other way?

c. To Remember.—

Bathing keeps the skin clean and healthy.

LESSON 2

a. Clean Clothes.—

How boys and girls may keep their clothes clean.

The washing of clothes.

b. Problem for Discussion.—

A boy makes mud pies and wipes his hands on his clothes. When he goes into the house and finds company, how does his mother feel?

c. To Remember.—

A clean person and clean clothes win respect.

LESSON 3

a. A Clean Home.—

Need of sweeping and dusting.

How boys and girls can help keep the home clean.

b. Problem for Discussion.—

A boy who made mud pies had mud on his shoes when he came into the parlor. He made muddy tracks on the rug. What do you think he should have done?

c. To Remember.—

Germs live and grow in dust and dirt.

LESSON 4

a. Clean Desk and Books.—

Your school desk is your office desk.

What to keep in the desk.

How to keep the desk clean.

The ways in which some boys and girls get their books dirty.

How to keep books clean.

b. Problem for Discussion.—

One day the teacher asked all the boys and girls to hold up both hands. After looking at them all, she said, "Your hands show which boys and girls like clean desks." How did the teacher know?

c. To Remember.—

"Cleanliness brings health. Health is better than wealth."—OLD PROVERB.

OCTOBER: NEATNESS AND ORDER

LESSON 1

a. Home, Rooms, and Grounds.—

How home, rooms, and grounds should be kept.

b. Problem for Discussion.—

Henry left his hammer out for a year. When he found it and tried to drive a nail, the handle broke. Henry said the hammer was poor. What do you think was the matter?

c. To Remember.—

A neat and orderly home is an honor to those who dwell therein.

LESSON 2

a. Tools and Playthings.—

Care that boys and girls should take of their tools and playthings.

b. Problem for Discussion.—

Charles leaves his tools and toys where he last used them. Usually when he wants one of them, he cannot find it. Why?

c. To Remember.—

"Have a place for everything and everything in its place."—OLD PROVERB.

LESSON 3

a. Clothes—Desk.—

How each should be kept.

b. Problem for Discussion.—

Henry was late to school. When his teacher asked him why, he said his mother could not find his cap for a long time, as he had thrown it under the couch, and forgotten all about it. What bad habit has Henry? Who was at fault for his being late to school?

c. To Remember.—

"Order is heaven's first law."—POPE.

LESSON 4

a. Floor and Yard.—

How the school room floor and school yard should be kept.

b. Problem for discussion.—

Mary hunted for her doll for weeks. Finally in the spring, when the snow went away, she found it where she had left it. The doll was spoiled and old. Mary thought her mother should have brought it in rather than leave it out. What do you think?

c. To Remember.—

Boys and girls who are proud of their home and school try to keep things neat and in order.

NOVEMBER: OBEDIENCE**LESSON 1****a. Obey Parents.—**

Need of home rules.

Example of home rule: "Come when you are called."

The father and mother make this rule. Think of other home rules.

b. Problem for Discussion.—

A boy was busy sailing his boat in the brook, when his father called him to come to the house. The boy said, "In a minute." Then he played for some time. When he came up to the house he found that his father had gone on a long auto ride. The boy said, "Father told me he would take me with him when he took this ride. I don't think it was fair for him to go without me." Was the father fair or not?

c. To Remember.—

"Let thy child's first lesson be obedience."

—FRANKLIN.

"Love makes obedience easy."—T. WATSON.

LESSON 2

a. Obey Teachers.—

Need of school rules.

A school rule: "Come in when the last bell rings."

The teacher or principal makes this rule. Think of other school rules.

b. Problem for Discussion.—

Henry remained out to play after the last bell rang. His teacher kept him after school to make up his work, and he had to walk home because the 'bus had gone. Henry said his teacher was not fair. What do you think?

c. To Remember.—

1. "Obedience is the mother of happiness."

—OLD PROVERB.

2. "He that cannot obey cannot command."

—FRANKLIN.

LESSON 3

a. Obey Others in Command.—

A school janitor.

The police.

Flag man or gate man at railroad crossing.

Car conductors.

Signs; as, "Danger," "Keep off the grass," "No crossing."

b. Problem for Discussion.—

A wise man has said that 98% of all failures in life are caused by disobedience. Explain how this can be. Make a list of misfortunes that have come to big and little people because they did not obey.

c. To Remember.—

"I learn that to obey is best."—MILTON.

LESSON 4

a. Obey the Law.—

What law is.

-A law: "Children must attend school regularly."

b. Problem for Discussion.—

Henry stayed away from school to play, one or two days a week all the year. In June he was not promoted. He then cried, and said it was not fair. What do you think was the reason he was not promoted?

c. To Remember.—

"He who has learned how to obey will know how to command."—TENNYSON.

DECEMBER: REGARD FOR OTHERS

LESSON 1

a. Sympathy for Those in Trouble.—

Illustrate by examples.

What children can show sympathy.

b. Problem for Discussion.—

John's mother was sick when several boys came to play with him. They began to play very noisily, but John said, "Boys, mother is sick, and we must be very quiet." What did this show about John? If they did not then play quietly, what do you think John did? What should you do?

c. To Remember.—

"A brother's suffering claims a brother's pity."

—ADDISON.

LESSON 2

a. Appreciation of Kindness Received.—

Illustrate by concrete examples.

Ways children can show appreciation.

b. Problem for Discussion.—

Mary's mother remained home from a party to finish a new dress for her, so she could go to graduation. Mary did not like the dress, and so did not go to graduation. What does this show about Mary? What should you have done?

c. To Remember.—

"Gratitude is the music of the heart."

—ROBERT SOUTH.

LESSON 3

a. Helpfulness.—

Meaning of helpfulness.

Ways children can help.—

At home.

At school.

b. Problem for Discussion.—

"I love you, mother," said little John,
Then forgetting work, his cap went on,
And he was off to the garden swing,
Leaving his mother the wood to bring.

—JOY ALLISON.

What do you think of John?

c. To Remember.

The way to help is:—

"To look up and not down,
To look forward and not back,
To look out and not in, and
To lend a hand."—HALE.

LESSON 4

a. Self-control.

Meaning of self-control.

Need of self-control.

Examples of self-control.

b. Problem for Discussion.—

"I love you, mother," said rosy Nell;

"I love you better than tongue can tell."

Then she teased and pouted full half the day,

Till her mother rejoiced when she went to play.

—JOY ALLISON.

What does this show of Nell?

How do you show your mother that you love her?

c. To Remember.—

"He who reigns within himself is more than a king."—MILTON.

JANUARY: HONESTY AND FAITHFULNESS

LESSON 1

a. Property Rights of Others—Ownership.—

We have no right to use or take things belonging to others without permission.

b. Problem for Discussion.—

Large apples grew on a tree in the lot near the school. Each noon James and Henry crept up beside the stone wall, and over into the lot after apples. Under what conditions would the boys have a right to do this? Under what conditions would they have no right? What should you do?

c. To Remember.—

"He who steals once is never trusted again."

—FROM THE SPANISH.

LESSON 2

a. Lost and Found Articles.—

Try to find the owner of any article found.

Return found articles to the owner, as we would wish others who found articles we lost to return them to us.

b. Problem for Discussion.—

Mary found a new lead pencil on her way home from school. She did not know whose it was, so she kept it. Did Mary do right or wrong? What should you have done?

c. To Remember.—

1. "Honesty is the best policy."—CERVANTES.

LESSON 3

a. Honesty in Dealing with Others.—

Do not cheat when trading.

Pay for value received; give value for pay received.

b. Problem for Discussion.—

A man bought a ticket from Bristol to Forestville. There were many people on the train, and the conductor, in his haste, did not take the ticket from this man. The man then kept the ticket and used it again. Was the man honest or dishonest? What should you have done? Why?

c. To Remember.—

"An honest man is the noblest work of God."
—POPE.

LESSON 4

a. Faithfulness.—

Work as well when not watched by parent or teacher.

Perform each task honestly and faithfully.

Carry out all directions, promises, and agreements.

b. Problem for Discussion.—

The boy stood on the burning deck,

Whence all but him had fled;

The flame that lit the battle's wreck

Shone round him o'er the dead.

The flames rolled on,—he would not go

Without his father's word.

—FELICIA HEMANS.

Discuss the faithfulness of this boy.

c. To Remember.—

"That which we love most in men and women is faithfulness."—S. BROOKE.

FEBRUARY: KINDNESS AND FAIR PLAY

LESSON 1

a. Toward Companions and Friends.—

How kindness may be shown to playmates.

How to receive a kindness.

b. Problem for Discussion.—

An old woman stood at the street-crossing, afraid and waiting to cross. Boys and girls coming from school paid no attention to her until:—

At last came one of the merry troop,

The gayest laddie of all the group;

He paused beside her and whispered low,

"I'll help you across if you wish to go."

Her aged hand on his strong young arm
 She placed, and so, without hurt or harm,
 He guided her trembling feet along,
 Proud that his own were firm and strong.

—UNKNOWN.

How did this boy show kindness and fair play?
 What should you have done?

c. To Remember.—

1. "Kind hearts are the gardens,
 Kind thoughts are the roots,
 Kind words are the blossoms,
 Kind deeds are the fruits."—ANON.
2. "Be you to others kind and true
 As you'd have others be to you."—PROVERB.

LESSON 2

a. Toward Animals.—

How speak to them.
 How treat them.

b. Problem for Discussion.—

A hungry boy sat on a doorstep eating a piece of bread. A hungry dog came by and begged. "I guess you need this more than I," said the boy and gave the bread to the dog.

What kind of boy was this?
 What should you have done?

c. To Remember.—

1. "Kind words are the music of the world."
 —OLD PROVERB.
2. "A kindness is never lost."—OLD PROVERB.

LESSON 3

a. Towards those in Authority, as Parents and Teachers.—

How kindness may be shown to the parents and teachers.

What parents and teachers do for children.

Fair play in doing what parents and teachers advise.

b. Problem for Discussion.—

"If I copy this example from Mary's paper, the teacher will never know, and I'll pass," said a boy. Whom does this boy cheat, the teacher or himself? Why?

c. To Remember.—

"The path of duty is the way to glory."—TENNYSON.

LESSON 4

a. In Thought and Speech.—

Think well and speak well of parents, playmates, friends, and teachers.

Be slow to believe or relate any evil of them.

b. Problem for Discussion.—

Frank could not find his pencil at his desk. He had seen Henry there a while before. "I guess Henry took it," he thought, and told the teacher that Henry had taken his pencil. That night when going to bed, he found the pencil in his pocket.

What mistake did Frank make? How should Frank correct his mistake?

What should you have done?

c. To Remember.—

"Five things observe with care;
To whom you speak, of whom you speak,
And how, and when, and where."—ANON.

MARCH: TRUTHFULNESS

LESSON 1

a. Truth.—

What truth is.
Why tell the truth.

b. Problem for Discussion.—

A boy once watched sheep. He was to call if a wolf came. The boy thought he would have some fun, so he called "Wolf! Wolf!" just to see the men run. One day the wolf really came and the boy called, but the men did not come.

Why did the men not come?
What do you think of this boy?

c. To Remember.—

"A liar is not believed, even when he speaks the truth."—OLD PROVERB.

"Dare to be true: nothing can need a lie."
—GEORGE HERBERT.

LESSON 2

a. Truthfulness in the Home.—

Boys and girls should be truthful and reliable.

b. Problem for Discussion.—

Long ago a boy was sent to a pasture with his father's sheep. "Watch all day," said the mother. "Yes," said the boy. For a while he watched,

then wandered away at the sound of music on the highway, and the wolf came for the sheep.

Talk over the truthfulness and reliability of this boy.

c. To Remember.—

“There is no fear for any child who is frank with his father and mother.”—RUSKIN.

LESSON 3

a. Truthfulness in School.—

Truthful with playmates.

Truthful with teachers.

b. Problem for Discussion.—

Frank stopped to fish on his way to school and was late. When his teacher asked him why he was late he said it was a long way and he did not start early enough.

Discuss the truthfulness of Frank's statement.

What should you have done?

c. To Remember.—

1. “There is nothing so kingly as kindness

And nothing so royal as truth.”—ALICE CARY.

2. “Truth crushed to earth shall rise again.”—

BRYANT.

LESSON 4

a. “The whole Truth and Nothing but the Truth.”

Think truly.

Speak truly.

Act truly.

Work truly.

b. Problem for Discussion.—

A boy went to the pasture after the cows. He stopped to play in the brook. When asked why it took him so long, he replied, "I was a long while finding them."

Discuss the truthfulness of this boy's story.

c. To Remember.—

1. "A child should always say what's true,
And speak when he is spoken to,
And behave mannerly at table:
At least as far as he is able."—**STEVENSON.**
2. "Great is truth and mighty above all things."
—**BIBLE.**
3. "Truth never perishes."—**SENECA.**

APRIL: MANNERS—CAUTION

LESSON 1

a. Be Courteous and Polite.—

At home.
At school.
Wherever we are.
Toward animals.

b. Problem for Discussion.—

The other day a little girl came to me and said, "Will you please cut my apple in two?" What did this show me about the little girl?

c. To Remember.—

1. "Life is not so short but that there is always time for courtesy."—**EMERSON.**
2. "All doors are open to courtesy."
—**OLD PROVERB.**

3. "Politeness costs nothing and gains everything."

—LADY MONTAGUE.

4. "Good clothes do not excuse bad manners."

—BISHOP DOANE.

5. "Hearts like doors, will ope with ease

To very, very little keys;

And don't forget that two are these;

'I thank you, Sir,' and 'If you please.'"

—ANON.

6. "He who sows courtesy reaps friendship; and
he who plants kindness, gathers love."

—FROM THE SPANISH.

LESSON 2

a. Be Cheerful, Modest, and Quiet.—

At home.

At school.

Wherever we are.

b. Problem for Discussion.—

"I love you, mother," said little Fan;

"To-day I'll help you all I can;

How glad I am that school doesn't keep!"

So she rocked the babe till it fell asleep.

Then, stepping softly, she took the broom,

And swept the floor and dusted the room.

Busy and happy all day was she,

Helpful and cheerful as child could be.

—JOY ALLISON.

How did this little girl show her love for her mother?

How do you show your love for your mother?

c. To Remember.—

1. "Cheerfulness and good-will make labor light."

—OLD PROVERB.

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2. "Be gentle in manner, strong in performance."

—AQUAVIA.

3. "Modesty has more charms than beauty."

—OLD PROVERB.

4. "Good manners and soft words have brought many a difficult thing to pass."—ÆSOP.

5. "That load becomes light which is cheerfully borne."—OVID.

6. "Give us, oh give us, a man who sings at his work."—CARLYLE.

LESSON 3

a. Be Punctual.—

In the home.

At school.

Wherever we are.

b. Problem for Discussion.—

Mary did not get up when her mother called her, and so was late to breakfast, late to school, and had to stay after school to make up time. She was late home and had to go to bed early. Mary thought her mother and teacher were not fair. What was the matter?

c. To Remember.—

1. "Time and tide wait for no man."

—OLD PROVERB.

2. "Always be on time."

LESSON 4

a. Be Cautious.—

In crossing the street.

In dangerous places.

In work and play.

In speaking of others.

b. Problem for Discussion.—

A boy rode on the rear of a wagon until he came to his own street, where he jumped off. Before he reached the sidewalk an auto hit him. In what way was the boy not cautious?

c. To Remember.—

1. "Abundant caution does no harm."—COKE.
2. "Be cautious what you say, of whom and to whom."—FIELDING.
3. "Conduct is three-fourths of life."
—MATTHEW ARNOLD.
4. "A person is known by the company he keeps."
—EURIPIDES.

MAY: CO-OPERATION AND PEACE*LESSON 1***a. Co-operation.—**

In home and school.

In work and play.

b. Problem for Discussion.—

After breakfast each morning, a certain girl goes out to play and leaves her mother to clear away and wash the dishes.

What would be a better way for this girl to do, and why?

c. To Remember.—

- "A willing helper does not wait until he is asked."
—FROM THE DANISH.

*LESSON 2***a. Love and the Golden Rule.—**

Ways we can show our love for others.

b. Problem for Discussion.—

A boy helped an old lady across the street. On returning to his playmates he said:—

“I hope some fellow will lend a hand
To help my mother, you understand,
If ever she’s poor, and old, and gray,
When her own boy is far away.”—ANON.

What was this boy thinking as he helped the old lady across the street?

c. To Remember.—

“Whatsoever ye would that men should do to you,
do ye even so to them.”—BIBLE.

LESSON 3

a. Peace and Good Will.—

In the home.

At school.

Wherever we are.

b. Problem for Discussion.—

“Two little kittens, one stormy night,
Began to quarrel, and then to fight.
One had a mouse, the other had none;
And that’s the way the fight was begun.

“I told you before ’twas a stormy night
When these two kittens began to fight.
The old woman took her sweeping broom,
And swept the two kittens out of the room.”

—ANON.

Why did the kittens have to go outdoors? What often happens to boys and girls that quarrel? Suggest ways of securing peace and good will.

c. To Remember.—

"Peace rules the day when reason rules the mind."

—COLLINS.

LESSON 4**a. Peace Day, May 18.—**

Need of peace in the home, school, town, State,
nation and the world.

b. Problem for Discussion.—

"The ground was covered with frost and snow,
And the two little kittens had nowhere to go;
So they laid them down on a mat at the door,
While the old woman finished sweeping the floor.

"Then they crept in as quiet as mice,
All wet with snow and as cold as ice;
For they thought 'twould be better that stormy
night
To lie down and sleep, than to quarrel and fight."

—ANON.

When were the kittens happy? Which was better,
to quarrel or be peaceful?

c. To Remember.—

1. "Let us have peace."—U. S. GRANT.
2. "Peace hath her victories no less renowned
than war."—MILTON.

JUNE: THRIFT—WORK**LESSON 1****a. Self-denial, Economy, Care of one's own.—**

At home.

At school.

Wherever we are.

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b. Problem for Discussion.—

A boy leaves his saw out of doors until it gets rusty; then he wants a new one, and his father refuses to buy one. Who is to be blamed about it?

c. To Remember.—

1. "Diligence is the mother of good luck."

—FRANKLIN.

2. "Keep thy shop, and thy shop will keep thee "

—FRANKLIN.

3. "A fool and his money are soon parted."

—FRANKLIN.

4. "Count that day lost whose low-descending sun
Views from thy hand no worthy action done."

—ANON.

LESSON 2

a. System and Order.—

At home.

At school.

Wherever we are.

b. Problem for Discussion.—

A man leaves his mowing machine and other tools outdoors all winter, and in a few years needs new ones. Later he does not have enough money to pay his taxes, and so has to sell his home. What is the matter with such a man? Who is to be blamed that he has to sell his home?

c. To Remember.—

"Fast bind, fast find."—OLD PROVERB.



A MAN LEAVES HIS MOWING MACHINE OUTDOORS ALL WINTER.

LESSON 3

a. Accuracy.—

Observe carefully.

Report correctly.

Look over your work a second time.

Make as few mistakes as possible.

b. Problem for Discussion.—

"Father, father," said John, "fifty dogs just went through our dooryard."

"Oh no," said his father, "I don't think there were as many as that."

"Well, there were twenty-five," said John.

"Oh no," said his father, "I don't think there were even as many as that."

"Well there was our dog and another one, any way," said John.

"I think you are right now," said his father. What was the matter with John, and why did he make such a mistake?

c. To Remember.—

1. "Be sure you are right; then go ahead."

—DAVID CROCKETT.

2. "What is worth doing at all is worth doing well."

—CHESTERFIELD.

3. "Well begun is half done."—OLD PROVERB.

LESSON 4

a. Promptness and Industry.—

At home.

At school.

Wherever we are.

Give examples of promptness and industry for boys and girls, men and women.

b. Problem for Discussion.—

Two boys, John and Frank, began work in a store. John was on time and worked faithfully all day. Frank was often late and did not work very hard, saying he was not paid much, so he did not expect to work much. In a little while John's pay was increased, and Frank was asked to leave. Explain how this came about.

c. To Remember.—

1. "Lost time is never found again."—FRANKLIN.

2. "By the street of By-and-by one arrives at the house Never."—CERVANTES.

3. "One to-day is worth two to-morrows."

—FRANKLIN.

4. "Early to bed and early to rise

Makes a man healthy, wealthy and wise."

—FRANKLIN.

5. "Be the labor great or small,

Do it well or not at all."—ANON.

6. "We live in deeds, not years."—BAILEY.

7. "A good deed is never lost."—OLD PROVERB

SUGGESTIONS TO THE TEACHER

1. In this chapter a particular topic has been selected for each month of the school year, and four lessons, one for each week, arranged under each topic; in connection with each lesson find some simple story to read, or tell the class to illustrate the point.

2. Draw illustrative material from several members of the class by asking for personal experiences.

3. One quotation may be learned with each lesson. Be careful to make the meaning of the quotation very clear and let the quotation sum up the point of the story, or lesson.

4. Pictures may be found that will illustrate some points.

5. It is not expected that the book be placed in the hands of the children but that the work be done by story, poem, conversation, picture, example, and memory gems or quotations.

6. The problems given for discussion are to illustrate the one way of teaching the several lessons. It is expected that each teacher find many additional problems. Some can be taken from the experience of the pupils and their conduct at home and in the school.

7. It is not expected that all the quotations be learned with each lesson, but only such as seem to fit the material used and the needs of the class.

8. Part of the work may be taken in the morning period given to opening exercises.

9. Many of the memory selections may be used in the second and third grades as seat work.

10. Stories from daily life, as found in the daily paper, may be used by the teacher. Brave deeds, faithfulness, honesty, kindness, and other noble qualities are exemplified from time to time.

11. References for further material:

Character Lessons, Character Development League, 70 Fifth Ave., N. Y.

A Course in Citizenship, Cabot; Houghton, Mifflin Co.

The following very short list of poems and stories is placed here to indicate the type and style that has been found very useful in grades four to eight:—

For Obedience

Raggylug, by Ernest Thompson-Seton.

Charge of the Light Brigade, by Tennyson.

A Message to Garcia, by Elbert Hubbard.

Captains Courageous, by Kipling.

For Cooperation

Hans Brinker, by Mary M. Dodge.

For Duty

John Brown, of Osawatomie, by E. C. Stedman.

Jim Bludso, by John Hay.

For Industry

The Miller of the Dee, by Charles Mackey.

The Village Blacksmith, by Longfellow.

Kindness to Animals

The Sandpiper, by Celia Thaxter.

CHAPTER II

FOR GRADE IV

SEVEN FORMS OF GOVERNMENT

"Let reverence for the laws be taught in the schools, in seminaries, in colleges; let it be written in primers, in spelling books and in almanacs; let it be preached from the pulpit, proclaimed in legislative halls, and enforced in courts of justice."

—ABRAHAM LINCOLN.

EVERY boy and girl of school age lives under six forms of government: family, school, town, county, State, and national government. The boys and girls of school age who live in a city or borough live under seven forms of government. These seven institutions make rules that affect each boy and girl. If the boys and girls are to obey these rules and be a help in the home, school, town, city, county, State, and nation, they need to learn about each, and why there is need of so many forms of government and so many rules.

SEPTEMBER: FAMILY GOVERNMENT

LESSON 1

a. What a Family is.—The family usually consists of father, mother, and children. The father and mother are at the head of the family and make the rules.

b. Kinds of Families.—In some families there are just the father and mother with no children. In others the father or mother may have died. Some families are very rich and have many things. Others are poor and have few advantages. The members of some families are industrious and obedient. They are usually successful and

happy. The members of other families often fail to do their duty or to keep all the rules. After a time they are punished.

c. The Chief Business of a Family.—

1. To secure shelter for each member.
2. To secure food for each.
3. To secure clothing for each.
4. To secure protection and as many advantages as possible for each.
5. To be a benefit and help in the town, village, city, State, and nation.

d. Things to Do or Find Out.—

1. How many people live in the family to which you belong? .
2. Name ten families you know, and state the number of people in each.
3. Name several families whose members work well, and obey all rules.
4. Name some advantages your family has secured.

LESSON 2

a. The Headquarters of a Family.—The home is the meeting place of the family. It affords a place to live, a place to work, and a place to sleep. Here the plans are made; here the children are cared for. Father and mother often work very hard to secure and keep a good home. The children as they grow up can be of great assistance in the making and keeping of a home. The home is the headquarters of the family.

b. Kinds of Homes.—Many families who live in the country have a house, a barn, and several other buildings. They may have also several acres of land, part mowing land, part for crops, part for pasture, and part for timber or woodland. There are usually cows and horses, some-

times oxen and sheep. There may be a brook, and a place to fish.

Many families who live in a village have a whole house and a yard as a home, but with no mowing land or pasture.

Many families who live in a city have no yard, and but a few rooms in a tenement house.



A HOME IN THE COUNTRY.

c. The Rules of a Family.—The following are examples of family rules:—

1. Children must obey.
2. Always speak the truth.
3. Be polite and quiet at the table.

There are many other rules that fathers and mothers make, for the safety of the home, and for the benefit of their children. Boys and girls must obey them, if they are to be successful and happy.

d. Things to Do or Find Out.—

1. How homes are secured.
2. Make a list of expenses father and mother have in making and keeping a home.
3. Make a drawing of your home yard, and a floor plan of the rooms.
4. Describe your home.
5. Explain the need of cleanliness in the home.
6. Make a list of health rules for the home.
7. Make a list of home rules used in your family.

LESSON 3

a. How the Family Government Helps Us.—Sometimes we forget that the home is one of the greatest helps we have toward success and happiness. The family government provides:

1. A home to shelter us.
2. Food and clothing.
3. A place of refuge.
4. A place to rest, and opportunity for consultation and co-operation.
5. An opportunity to enjoy the advantages of school and many other things necessary to success.

The family government protects the rights, and guides the conduct of children until they are old enough to care for themselves.

b. Our Duty toward the Family and the Home.—The father and mother who began and have continued the family government faithfully and well have worked in every way for the success of their children. In turn the

children are able, as they grow up, to show their appreciation by

1. Co-operation and help.
2. Love and respect.

c. Things to Do or Find Out.—

1. State ten ways in which your family has helped you.
2. Tell where your home is located. Give street and number.
3. Does your family own or rent the home?
4. Make a list of advantages your family has secured for you.
5. Tell what part you take in the home work.

LESSON 4

a. How the Home and Family is Supported.—Usually the father earns the money to support the home. The mother may help as much as the father in the support of the home by buying the food and clothing wisely, thus spending the money in the best way possible, rather than wasting any of it. Sometimes the mother goes out and earns money for the family. In some families both father and mother, and perhaps, even the children, earn money.

One of the ways in which all the children of a home may help is by being very careful of all home material, of clothes and shoes, so that nothing may be wasted or uselessly worn out.

b. How the Family may Benefit the Town.—Each town is made up of families and their homes. Hence the town is what the families make it. The following are some of the ways in which each family can help the town:—

1. By keeping the home neat and attractive.
2. By taking good care of the lawn or yard.
3. By the work the father or mother does, or both.

4. By the social help of each member of the family.
5. By the advice of the father and mother in town affairs.
6. By the taxes paid to support the town government.

c. To Remember.—

“Be it ever so humble,
There is no place like home.”—PAYNE.

OCTOBER: SCHOOL GOVERNMENT

LESSON 1

a. What a School is.—Pupils and teacher assembled for study and instruction make a school. In the country, one teacher usually has all grades and full charge of the school. In a village or city each teacher may have one grade only, while a principal directs the work of all grades.

b. Kinds of Schools.—Children of different ages need different kinds of schools. The following is a partial list of these schools:

| Kind of School | For Whom | Kind of Work Done |
|--------------------|------------------|--|
| 1. Kindergarten. | Little Children. | Games and Hand Work. |
| 2. Primary School. | Grades 1-4. | Reading, Writing and Numbers. |
| 3. Grammar School. | Grades 5-8. | All subjects listed under 2 above, Geography, History, Grammar, Drawing. |
| 4. High School. | Grades 9-12. | Languages, Mathematics, Science, Literature. |

| Kind of School | For Whom | Kind of Work Done |
|----------------------------------|--------------------------|---|
| 5. Normal Schools. Grades 13-14. | | Methods of teaching. |
| 6. Colleges. | Grades 13-16 and beyond. | Preparation for business or a profession. |



A MODEL RURAL SCHOOL, MIDDLEBURY, CONN.

Besides the above there are evening schools, trade schools, and music schools. There are schools for the teaching of everything that is worth knowing, and possible to be taught.

c. The Purpose of a School.—The teacher, or principal, is at the head of each school. The school is organized for the following purposes:—

1. To teach boys and girls to be intelligent, and good home-makers and citizens.
2. To teach boys and girls to obey the laws, to can

for their own and other people's property, and to be useful.

3. To accomplish this, it is necessary to teach many subjects; as reading, writing, arithmetic, history, geography, language, citizenship, physiology, agriculture, music, drawing, and still other subjects.
4. Above all, teachers try to teach right manners and right thinking.

d. Things to Do or Find Out.—

1. How many pupils in your school? How many teachers?
2. If there is a principal, give name.
3. How many grades in your school?
4. In which grade are you? .
5. How many schools in your town? How many teachers?
6. Draw a map of your school yard.
7. List the kinds of schools in your town or city.
8. Name one or more persons who have attended one or more of the six kinds of schools given under b above.
9. Name and location of the nearest high school, normal school, and college.
10. What are home-makers? Name two home-makers.
11. Who are citizens?
12. Name all the subjects taught in your school.
13. Name the subjects you study.
14. List five useful things you have learned at school.

LESSON 2

a. The Headquarters of a School.—The school buildings of a town or city are the meeting places of the children

of the families. They meet here with their teachers five days a week for thirty-eight to forty weeks each year. The usual time of opening is nine in the morning, and the time for final dismissal, three-thirty to four in the afternoon.



A RURAL SCHOOL BUILDING.

The school buildings usually belong to the town or city, but sometimes to the school district. These buildings are equipped with desks, maps, blackboards, and other conveniences for teaching and learning.

b. The Rules of the School.—The teacher, superintendent, and committee make the rules for the school.

The State has made many laws for schools. These State laws must be obeyed as well as the others.

Examples of rules:—

1. Made by the committee.

“The hours of school in all schools of the town shall be 9 a. m. to 12 noon, and 1 p. m. to 4 p. m., with one 15 minute recess in the a. m. session and one in the p. m. session.”

2. Made by the teacher.

“Pupils must conduct themselves properly while in school.”

3. Made by the superintendent.

“Pupils must secure a mark of 70% in each subject in order to be promoted to the next grade.”

4. Made by the State.

“Pupils must be regular in attendance.”

c. Things to Do or Find Out.—

1. How are the books and supplies for your school secured?
2. Who pays for these things?
3. Care that should be taken of all school property.
4. How many school buildings in your town or city?
5. What is the condition of these buildings?
6. Make a list of useful school rules.
7. Names and duties of the school committee.
8. Name and duties of the truant agent.
9. Name and duties of your teacher.
10. Find how teachers are prepared for their work as teachers.

LESSON 3

a. How the School Helps us.—School buildings are built, teachers hired, supplies secured, and rules made to help boys and girls—

1. In learning to obey.
2. In securing knowledge.
3. In securing opportunities to meet and know the other children of the community.
4. In securing good teaching, the use of good books, and an opportunity to become educated.

b. Duties in Connection with the School.—All people who are in any way connected with the school have certain duties to perform. This is necessary for the success of the school.

1. Duties of the pupils.

As near perfect attendance as possible.

Sickness and lack of clothing are the only legal excuses for absence.

Obedience.

Attention.

Neatness and order.

2. Duties of the teacher.

To make necessary rules. To punish violators of rules.

To teach subjects given in the course of study.

To endeavor by precept and example to teach pupils to think and act correctly.

3. Duties of parents.

To send children of school age regularly.

To keep their children neat and clean.

To encourage them in their school work.

To visit school from time to time to encourage the children and the teacher.

To uphold the work of the school at all times.

4. Duties of the committee.

To keep the school property in good condition.

To provide fuel and janitor service.

c. Things to Do or Find Out.—

1. How has school helped you?
2. Write a list of five useful books.
3. How has your teacher helped you?
4. Has the school or the family helped you more?
5. Copy some of the attendance laws.
6. List rules the teacher, or principal, has made.
7. List punishments used in your school.
8. List ways you can help your school.

LESSON 4

a. How the School is Supported.—Money is needed to keep the school buildings in repair, to pay the teacher for her work, and to buy books and supplies. Money for these purposes is obtained:

1. By town tax on the property of the families of the town.
2. By state grants:
 - a. Enumeration grant—all towns.
 - b. Average attendance grant—some of the smaller towns only.
 - c. High school transportation and tuition grants.

b. How the School Benefits the Town.—Boys and girls who have been taught obedience and truthfulness in the family and school, and who have studied faithfully and well, become men and women who will be a credit to themselves, and a help in town affairs. In a few years the boys and girls now in school will become the men and women of the town. No boy or girl can afford to do less than his or her best every day.

c. Things to Do or Find Out.—

1. What is the enumeration grant?
2. How much tax does your family pay?
3. Name several men and women who now help in town affairs.
4. How can you now help in your town?

d. To Remember.—

"Every man must educate himself. His books and teachers are but helps; the work is his."—WEBSTER.

NOVEMBER: THE TOWN*LESSON 1*

a. What a Town is.—A town is a group of families within certain boundaries. Some towns are made up of groups of about sixty-five families. Examples of these towns are Union and Andover. Other towns in which there are cities like Hartford and Bridgeport are made up of groups of from ten thousand to fifteen thousand families.

b. Kinds of Towns.—One hundred twenty-five of the one hundred sixty-eight towns of Connecticut are given almost wholly to farming. They have no boroughs or cities. Most of them have small central villages, the remainder of their territory being taken up by scattered farm-houses.

Twenty-four towns have larger villages called boroughs, and in nineteen towns the former boroughs have grown so large that they have become cities.

c. The Business of a Town.—The selectmen, elected each year in most towns, by the fathers of the families, are at the head of town affairs. They direct the repairs of the town roads and bridges, townhall and all other town property. They look after the street lights, town poor, and town boundaries.



A VILLAGE STREET.

The selectmen, with other town officers, endeavor to have the town government protect all the families of the town from disease, fire, robbery, and violence, and to secure for them as many conveniences and advantages as possible; as, for example, State roads, iron and steel bridges, and good roads to markets.

d. Things to Do or Find Out.—

1. Name of your town.
2. Draw a map of your town.
3. Bound your town.
4. How many people live in your town?
5. Name of the village in your town.
6. If there is a borough or city in your town, give the name.
7. Make a list of the chief occupations of the people of your town.
8. Draw a map of the State, and show your town in red.
9. Who are the selectmen of your town?
10. Find some work they have done recently.
11. Examine and report on the condition of the roads near your school.

LESSON 2

a. The Headquarters of a Town.—Every town has at least one town hall. Towns that have two voting districts usually have two town halls. The town hall is the meeting place or business headquarters for town affairs for the fathers of the families of the town. In most towns they meet here, at least once a year, to elect officers and to make town laws. The office of the selectmen and of the town clerk is usually in the town hall. The town clerk keeps a record of all town votes and of all officers elected at town meeting.

b. The Rules of a Town.—The voters of the town make the rules or laws of the town. The selectmen and other town officers see that they are carried out. The following is an example of a town law:

“Town of Canton, October 2, 1916. Voted:—
That the sum of \$6000 is hereby appropriated for the repair of highways and bridges of the town of Canton for the year 1916-17.”



TOWN HALL, AVON, CONN.

This is town property.

c. Things to Do or Find Out.—

1. The teacher should secure copies of votes of the local town. These can be secured from the town clerk.
2. After securing these, find which affect the boys and girls of the town.

3. Reasons why all the families should obey the rules of the town.
4. Locate and describe the town hall in your town.
5. Who is town clerk in your town? Locate his office.
6. For what other purposes than town meeting is the town hall in your town used?

LESSON 3

a. How the Town Helps us.—Some towns are more desirable to live in than others as they have better roads and bridges. They afford better protection for health and property. The families are more prosperous and affairs better managed. People looking for a home try to select one of the best towns of the State.

Make a list of the ways your family is helped by—

1. Protection of person, health, property, and rights.
2. Roads, bridges, street lights, and schools.

b. Our Duty Toward the Town.—All things that help the town, help the families of the town. It is the duty of each father to attend town meeting and vote for the best men for office and for the best rules or laws for the town. It is the duty of each mother to vote for the best men and women for school committee positions. The following duties are for all:

1. To use all town property carefully.
2. To loyally obey all town laws.
3. To encourage the selection of honest and capable town officers.
4. To aid town officers in every possible way.
5. To make the best use of the protection, advantages, and conveniences the town grants us.
6. To plan to become intelligent, honest, and helpful men and women.

c. Things to Do or Find Out.—

1. Make a list of the ways the town helps you.
2. List the ways you can be a help to the town.
3. What have you done in the past to help the town?
4. List ways your family has helped the town.
5. How do roads and bridges help you?

LESSON 4

a. How the Town is Supported.—It is right that the selectmen and others who work for the town be paid. The material and tools used in making roads and bridges cost money. The families are benefited, so they pay money each year to the town. The money paid in this way is called taxes. All people who own houses, barns, horses, cattle, sheep, dogs, land, or automobiles pay some tax on each every year. People who do not own their homes pay rent. Part of this rent goes for taxes. Each man who resides in a town, if he be between the ages of twenty-one and sixty, pays a two dollar tax on himself each year. This is called a personal tax. All people of a town who do any work or handle any money help pay the town taxes in some way.

b. How the Town Benefits the County and State.—Each town pays a tax to the county and a tax to the State. In return the county and State give the town aid and protection. The following are examples of county and State aid to a town:—

1. The county courts try people of a town if such people have broken important State laws.
2. The State pays each town two dollars and twenty-five cents per year toward the education of each child in the town between the ages of four and sixteen years.

c. Things to Do or Find Out.—

1. See town report for cost of schools for the past year.
2. See town report for cost of roads and bridges for the past year.
3. How much money was raised by taxes in your town last year?
4. Has your town paid all its bills, or is it in debt?

d. To Remember.—

"Now these are the laws of the Jungle and many and mighty are they;

But the head and the hoof of the Law, and the haunch and the hump is—OBEY!"—KIPLING.

DECEMBER: COUNTY GOVERNMENT**LESSON 1**

a. What a County is.—The county is a group of towns. There are eight counties in Connecticut.

b. Kinds of Counties.—Hartford, New Haven, and Fairfield counties have by far the largest population and the largest cities. New London, Windham, Litchfield, Middlesex, and Tolland have smaller cities and large rural sections where there are only scattered farm-houses and small villages.

c. The Business of a County.—The chief business of a county is the granting of justice through its courts of law. The people of a town who commit exceedingly bad crimes are usually tried in a county court.

d. Things to Do or Find Out.—

1. Name of your county.
2. How many towns in your county?
3. Draw a map of your county showing the towns. Indicate your town in red.

4. Draw a map of the State showing the counties.
5. Name the cities in your county.
6. Name the boroughs in your county.
7. What is a law court?
8. Names of one or more lawyers.

LESSON 2

a. The Headquarters of a County.—The county courthouse is the headquarters for the government of a county. The county commissioners meet at the county courthouse. Here, also, the county trials are held. The county records are kept here.

b. The Rules or Laws of a County.—A county does not make rules or laws, but has many powers and duties under the county laws which are made by the State government.

Example of a State law giving power to a county:

“Any county may take any land which its commissioners deem necessary for the site, or for an addition to the site of any county building.”

The county commissioners are at the head of county government. There is a county sheriff who has the power to preserve order in the county.

c. Things to Do or Find Out.—

1. Locate the county courthouse for your county.
2. Locate county home and county jail.

LESSON 3

a. How the County Helps Us.—If a town does not, or cannot, preserve order, the county sheriff may take action. If a town health officer fails to do his duty in preserving the health of the town, the county health officer may be appealed to. When any person meets death in an unusual or suspicious way, the county coroner must be



WINDHAM COURT HOUSE, WILLIMANTIC, CONN.

called. The county courts try cases which cannot be tried before a justice of the peace.

The county provides a county home for neglected children, and a county jail for offenders.

b. Our Duty Toward the County.—Our town is one of a group of towns making the county. It is our duty:—

1. To respect the decisions of the county courts.
2. To appreciate the protection the county government affords the town government.

c. Things to Do or Find Out.—

1. Name of the sheriff for your county.
2. Name of the constable in your town.
3. Get, if possible, post card pictures of the county courthouse and of the county home for your county.
4. What is trial by jury?

LESSON 4

a. How the County is Supported.—The county officers are paid for their work. The county courthouse, county home, and county jail have to be cared for. At the county home there are teachers for the children, or the children attend nearby schools, at State and county expense! Food and clothes must be provided, as well as salaries for the teachers. This is right. Part of the money for these purposes is paid to the county each year in the form of taxes from each town in the county. The State renders some aid in connection with county expenses.

b. How the County Aids the State.—A county, through its courts, administers justice to the people in the several towns. The highest court in the State is the Supreme Court. This may pass on the decision of the superior courts of the counties, and order a new trial if evidence requires it.

c. Things to Do or Find Out.—

1. How the county courts affect your town.
2. How the county courts affect you.
3. Names of children from your town who are in the county home. (The teacher can secure these data from the selectmen.)

d. To Remember.—

“Let a man keep the law and his way will be strewn with satisfaction.”—EMERSON.

“Self-control is essential to happiness and usefulness.”—HORTON.

JANUARY: THE STATE**LESSON 1**

a. What a State is.—The town is a group of families, the county a group of towns, and the State a group of counties. There are eight counties in Connecticut. There are one hundred sixty-eight towns in Connecticut.

b. Other States.—There are six States in New England, and in the United States there are forty-eight States. Each State has counties, a State capital, and a governor.

c. The Business of the State.—The State government of Connecticut has general control of all affairs in the one hundred sixty-eight towns of the State. Its main business is included in the following:

1. It defines the boundaries of counties and towns.
2. It makes laws for the punishment of crime.
3. It makes laws concerning all kinds of property.
4. It makes laws concerning railroads, canals, steamboats, telegraph, and telephone companies.
5. It has full power to enforce its laws.

d. Things to Do or Find Out.—

1. Draw a map of the State, showing the counties and your town.
2. Bound Connecticut.
3. Name the New England States.
4. Name the capitals of the New England States.
5. Name the States in the United States.
6. Find and discuss laws concerning:
 - (a) Crime.
 - (b) Telegraph and telephone lines.
 - (c) Property.

LESSON 2

a. The Headquarters of the State.—At Hartford is the capitol building. This is the most important building in the State, where men from the one hundred sixty-eight towns meet to make laws. The records are kept here. The State officers have their offices in the capitol building.

b. State Laws.—The people of each town vote for and elect men who go to the capitol building at Hartford for the purpose of making State laws. There are now about 5000 of these State laws. They are printed in a book called *General Statutes of Connecticut*.

The following is a State law:

“Every person under sixteen years of age who shall smoke, or, in any way, use, in any public street, place, or resort, tobacco in any form whatsoever, shall be fined not more than \$7.00 for each offence.”

The father and mother are at the head of the family, the selectmen at the head of the town, the county commissioners at the head of the county, and the governor at the head of State affairs.

c. Things to Do or Find Out.—

1. Locate city of Hartford.
2. Visit the State capitol at Hartford, if possible, or secure a picture of the building.
3. Name of the governor of Connecticut.
4. Name of the representative from your town.
5. Teacher and pupils find and discuss other State laws.

LESSON 3**a. How the State Government Helps the Towns.—**

The following are some of the ways in which the State government aids the towns:

1. By building State roads.
2. By partial support of schools.
3. By protection of health.
4. By examination of doctors, lawyers, dentists, teachers, auto drivers, and many others, so that the people of each town may have better service and protection.

b. Our Duty Toward the State.—Inasmuch as the State protects its people, our duty is:

1. To respect and obey its laws.
2. To appreciate, and rightly use, roads, the schools, health protection, and other advantages which the State helps us to secure.
3. To use our influence in sending honest, faithful, and wise men to Hartford to help make State laws.

c. Things to Do or Find Out.—

1. Locate State roads in your town.
2. See town report for State aid for schools.
3. List ways in which the State helps you or your family.

4. What becomes of people who break State laws?
5. Locate State's prison.
6. Locate reform school for boys.
7. Locate industrial school for girls.

LESSON 4

a. How the State is Supported.—Every town pays to the State, money called "State taxes" which will enable the State to carry on its work.

b. How the State Benefits the Nation.—Connecticut is one of the forty-eight States that make up the United States of America. Connecticut contributes its part to the industry and progress of the United States, and the government at Washington may call on the governor of Connecticut for troops whenever necessary.

c. Things to Do or Find Out.—

1. How the State affects your school.
2. Some State laws that affect you (see attendance).

d. To Remember.—

1. "What constitutes a state?
Not high raised battlement or laboured mound,
Thick wall or moated gate;
Not cities fair, with spires and turrets crowned,
No! *men*, high-minded *men*."

—SIR WILLIAM JONES.

2. "The foundation of every state is the education of its youth."—DIOGENES.

FEBRUARY: NATIONAL GOVERNMENT

LESSON 1

a. The United States is a group of States joined together by laws for purposes of protection and progress.

b. Kinds of National Government.—At the head of the United States is a president elected by the people. All countries which have a president elected by the people are called republics. The United States and France are two of the great republics of the world. In England and Germany, the man at the head of the government is called the king. A king is not elected by the people. These countries are called empires.

c. The Business of the United States Government.—

1. The government controls all post-offices and all mail, all postal-savings banks.
2. Controls all trade between the United States and other countries.
3. Decides questions between States.
4. Supports lighthouses.
5. Protects the States from attacks by other countries.
6. Improves harbors.
7. Sends out weather forecasts.
8. Aids State experiment stations. (There is a State experiment station at Storrs, Connecticut.)
9. Sends data and information in connection with school work and the trades. (People can get bulletins from the government telling how to make bread, build a house, or almost anything else.)
10. Makes all the money used in the United States.

d. Things to Do or Find Out.—

1. Draw map of the United States. Show your State in red.
2. Name the States in the United States.

LESSON 2

a. The Headquarters of the United States.—The city of Washington is the capital city. This is where men from each State meet to make laws for the United States. In the city of Washington is the National capitol building, and the White House, the home of the President of the United States. The President is at the head of the affairs of the nation.

b. The Laws of the United States.—The laws of the United States are made by men from each State. These men meet at Washington from time to time. It takes a great many books to hold all the laws of the United States.

One of the laws of the United States that affects us is the following:—

“Postage on first class mail shall be two cents per ounce or fraction thereof.”

c. Things to Do or Find Out.—

1. Locate the city of Washington.
2. Who is the President of the United States?
3. Teacher and pupils find and discuss other national laws concerning:—
 - (a) Patents.
 - (b) Naturalization laws.
 - (c) Copyright.
 - (d) Pensions for soldiers.

LESSON 3

a. How the United States Government Helps Us.—The government of the United States protects our State and its people from other countries. It gives us information, carries our letters, makes our money, gives money to help the State work in agriculture, and will send protection and help to the State whenever needed.

b. Our Duty Toward the National Government.—

1. To be loyal in every way to the United States.
2. To respect the flag and that for which it stands.
3. To make right use of the mails.
4. To use every means to become strong and healthy men and women ready for any service which the government of the United States may require of us.
5. To use every means to become well informed respecting the national government under which we live.

c. Things to Do or to Find Out.—

1. Teacher and pupils make a list of ways in which the United States government helps the town and its people.
2. List the ways it helps you.
3. Ways it helps your school.
4. Teacher tell the story of Philip Nolan.

*LESSON 4***a. How United States Government is Supported.—**

Most of the money for the United States government is secured by taxes on tobacco, alcoholic liquors, large incomes, and nearly all goods coming from other countries to the United States.

b. How the United States benefits other Nations.—

The United States stands for fair and honest treatment of all smaller nations and peoples. As far as it is able, it persuades other nations to accept the same principles.

c. Things to Do and to Find Out.—

1. What is the purpose of United States custom-houses?
2. Explain how postage pays for carrying of mails.

d. To Remember.—

"Thou, too, sail on, O Ship of State!
 Sail on, O Union, strong and great!
 Humanity with all its fears,
 With all the hopes of future years,
 Is hanging breathless on thy fate!
 We know what Master laid thy keel,
 What Workmen wrought thy ribs of steel,
 Who made each mast, and sail, and rope,
 What anvils rang, what hammers beat,
 In what a forge and what a heat
 Were shaped the anchors of thy hope!
 Fear not each sudden sound and shock,
 'Tis of the wave and not the rock;
 'Tis but the flapping of the sail,
 And not a rent made by the gale!
 In spite of rock and tempest's roar,
 In spite of false lights on the shore,
 Sail on, nor fear to breast the sea!
 Our hearts, our hopes, are all with thee,
 Our hearts, our hopes, our prayers, our tears,
 Our faith triumphant o'er our fears,
 Are all with thee, are all with thee!"

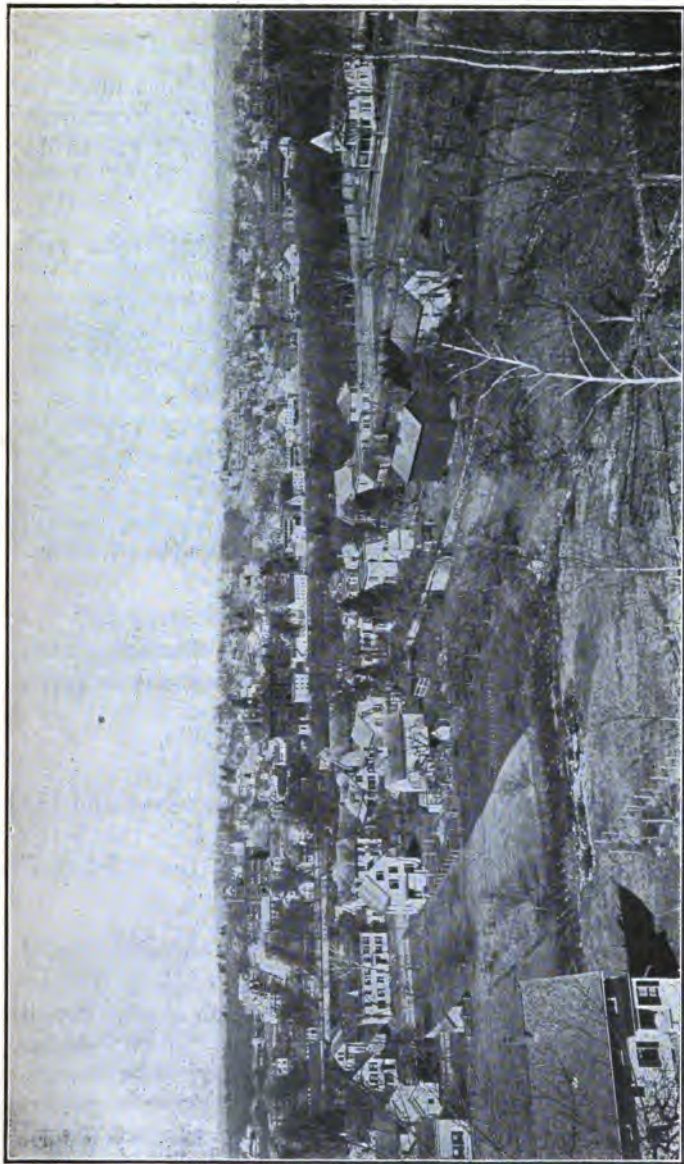
—HENRY WADSWORTH LONGFELLOW.

MARCH: CITY GOVERNMENT

LESSON 1

a. What a City is.—A city is a very large group of families. A Connecticut city is always in some town, and is part of the town.

b. Kinds of Cities.—Cities vary in size. Bridgeport is one of the largest cities in the State and Bristol one of the smallest.



A CITY, WILLIMANTIC, CONN.

c. Business of the City Government.—There are a great many people in a city and more things must be provided than in the country; hence a city government is a special government for this purpose. It has to do with:

1. City police.
2. Making, repairing, and lighting streets and sidewalks.
3. The securing of water.
4. The providing of fire and health protection.
5. The erection of public buildings.
6. The care of parks.
7. The regulation of traffic.
8. The preservation of public health.

d. Things to Do or Find Out.—

1. Locate and name 19 or more cities in Connecticut.
2. Find out how many people live in your city.
3. Observe and report some fact concerning each of the eight items of city business as given above.

LESSON 2

a. The Headquarters of a City.—The mayor and the city officers have their office in the city hall. This is the headquarters of a city government, and the building is owned by the city.

b. Rules of a City.—Most cities have a city council or board of aldermen composed of men elected by the voters of the city. This board of aldermen or city council makes many of the city rules or laws. These rules or laws are usually called city ordinances.

Example of a city ordinance:

“No person shall bring into the city of Water-

bury for sale, or shall sell, or offer for sale any milk or cream, without a permit from the Board of Health."

The mayor is at the head of city government.



CITY HALL, HARTFORD, CONN.

This is city property.

c. Things to Do or Find Out.—

1. If you live in a city, visit the city hall.
2. Of what material is the city hall in your city built?
3. Secure a postcard picture of your city hall.
4. Find who is the mayor of your city, or of a city near you.
5. If you live in a city, find and copy other city laws or ordinances.

LESSON 3

a. How the City Government Helps Us.—If we live in a city, we enjoy police protection, the streets and sidewalks, the city lights and water, and many other things which the city government provides.

b. Our Duty Toward the City.—A city is built at great cost. It is our duty to try to make right use of all city advantages. Some one has to pay for all loss or damage in all parks, and on all walks or streets. It is our duty to know and obey the city ordinances of the city in which we live, or cities which we visit.

c. Things to Do and Find Out.—

1. If you live in a city, list the benefits your family receives from city government.
3. Name ways you can show your appreciation of the conveniences provided by city government.

LESSON 4

a. How the City is Supported.—People living in cities have to pay a tax on all property they own. This tax or money is used to pay the men who spend their time working for the city, and, also, to buy material for city repairs and improvements.

b. How the City Benefits the Country.—The city affords a market for people who live near by. A city affords special educational and other advantages. Cities have large libraries where people may go to consult costly books. Cities have large halls where people may go to hear noted speakers. Every city depends on the country for food and many other necessities.

c. Things to Do or Find Out.—

1. Taxes are higher in the city than in the country. Why?

d. To Remember:—

Though people have builded great cities affording all conveniences, yet they forever must depend on the country for their food.

APRIL: REVIEW OF THE SEVEN FORMS OF GOVERNMENT

LESSON 1

Family.
School.

LESSON 2

Town.
County.

LESSON 3

State.
Nation.

LESSON 4

City.

Outline for the study of each:—

1. What the ¹—— is.
2. Kinds of ——.
3. The business of ——.
4. The headquarters of ——.
5. The rules of ——.
6. How the —— helps us.
7. Our duty toward the ——.
8. How the —— is supported.
9. How the —— benefits the ——.
10. Examples of rules of each form of government.

To Remember:—

“He is unworthy to govern who governs not himself.”—FROM THE FRENCH.

¹ Supply the name of the form of government being studied.

MAY: COMMUNICATION

LESSON 1

a. The Post Office.—

1. Location, and name of postmaster.
2. Letters, postage, and rural delivery.
3. Village and city delivery.
4. Parcel post and money orders.
5. Registered letters, and postal savings.
6. Mail cars and mail clerks.



A VILLAGE POST-OFFICE.

b. Things to Do or to Find Out.—

1. Write your name and address.
2. Write the name and address of your parents.
3. What is the name of your local mail carrier?
4. Who pays the postmaster and his assistants?
5. Tell the kinds and uses of postage-stamps.
6. Teacher tell of the mails and postal service in the days of Benjamin Franklin.
7. How to address an envelope.

LESSON 2

a. The Telephone.—

1. How messages are sent by telephone.
2. Who owns the telephone system in your town or city?
3. What is a company?
4. Where is the central office for your exchange?
5. Make a list of the uses made of the telephone.
6. Telephone rates.
 - a. Private home telephone, local service.
 - b. Store or business office.
 - c. Toll calls.
 - d. Extension telephone.
 - e. Private wire.
7. Courtesy in the use of the telephone.

b. Things to Do or to Find Out.—

1. Distance messages can be sent.
2. Examine local telephone poles, distance apart.
3. Observe how the wires are put on.
4. Find who invented the telephone.

LESSON 3

a. Telegraph and Wireless.—

1. Who owns the telegraph system in your town?
2. How the telegraph transmits messages.
3. Cost of sending messages.
4. Distance messages can be sent.
5. Night letters.
6. Use made of the telegraph.

b. Things to Do or Find Out.—

1. Who invented the telegraph?
2. Write two ten-word telegrams.

c. How Messages are Sent by Wireless.—

1. How far messages can be sent.
2. For what purposes is wireless mostly used?
3. Find who invented the wireless.
4. Make a list of places where wireless is used.

LESSON 4

a. Newspapers, Magazines, and Letters.—

1. List all the papers published in your town or city.
2. Use made of newspapers and magazines.
 - (a) In the home.
 - (b) In the school.
 - (c) In business.
 - (d) For pleasure.
3. The printing of newspapers and magazines.
 - (a) By hand.
 - (b) Linotype.
 - (c) Monotype.

b. Things to Do or Find Out.—

1. Visit, if possible, a printing office.
2. Observe the work of news-boys.
3. Kinds of news printed in the daily paper.
4. Bring paper to school for one or more reading lessons.
5. Letters written.
 - (a) By hand.
 - (b) On typewriter.
 - (c) On duplicator.

c. To Remember.—

The news of the world rides on the wings of the morning.

JUNE: STATE AND NATIONAL FLAGS

LESSON 1

a. The National Flag.—

1. May be displayed from sunrise to sunset, but not before sunrise or after sunset.
2. The national flag should never be allowed to touch the ground.
3. It cannot be used for advertising purposes.
4. The flag at half mast is a sign of mourning.
5. Teacher or pupils should give the story of the first flag.
6. Loyalty to the flag, or America first.
7. Flag salute:

“I pledge allegiance to my flag, and to the republic for which it stands, one nation indivisible, with liberty and justice for all.”

This salute should be learned by every boy and girl and may be given in school each morning as a part of the opening exercises.

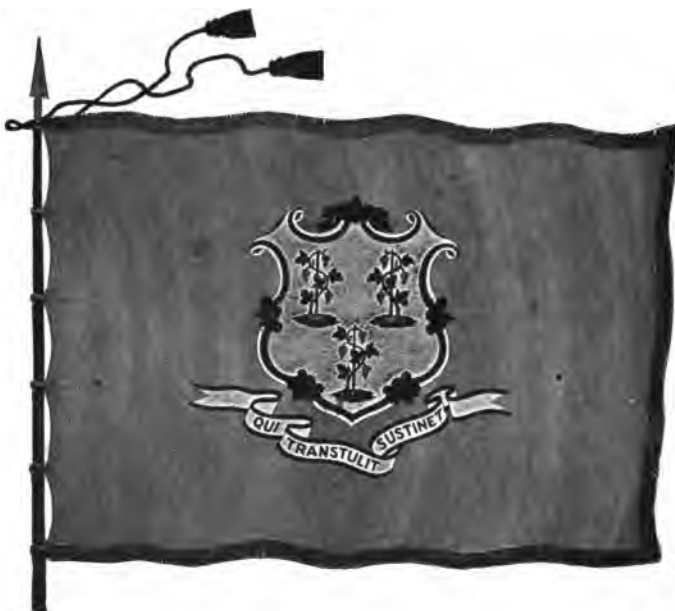
8. The flag, according to law, must be displayed over every public school building on each pleasant day when school is in session.
9. Betsy Ross and the American Flag.
10. Flag Day, June 14.

LESSON 2

a. State Flag.—

This is displayed over the capitol building at Hartford. The flag consists of a dark blue background and the State Seal in the center. The State seal has three grape-vines. These represent the three original colonies of Connecticut: Hartford, Windsor, and Wethersfield.

Beneath the vines is the State motto, "Qui transtulit sustinet." This is in Latin and means, "He who transplanted still sustains."



CONNECTICUT STATE FLAG.

b. Things to Find Out or to Do.—

1. Draw in colors the national flag and the State flag.
2. Look in the large dictionary for pictures of flags of other nations.
3. Find how the national flag has changed from the beginning, and how the State flag has changed.

c. To Remember.—

UNION AND LIBERTY

“Flag of the heroes who left us their glory,
Borne through the battlefield’s thunder and flame,
Blazoned in song and illumined in story,
Wave o’er us all who inherit their fame.”

—OLIVER W. HOLMES.

OLD FLAG

“What shall I say to you, Old Flag?
You are so grand in every fold,
So linked with mighty deeds of old,
So steeped in blood where heroes fell,
So torn and pierced by shot and shell,
So calm, so still, so firm, so true,
My throat swells at sight of you,
Old Flag!”

—HUBBARD PARKER.

d. To Sing.—

FLAG OF THE FREE

Air: March from “Lohengrin,” R. Wagner.

“Flag of the free, fairest to see!
Borne through the strife and the thunder of war;
Banner so bright, with starry light,
Float ever proudly from mountain to shore.
Emblem of freedom, hope to the slave,
Spread thy fair folds but to shield and to save,
While through the sky, loud rings the cry,
Union and Liberty! One evermore.”

—UNKNOWN.

*LESSON 3***a. The State Seal.—**

The State seal is the same as the center of the State flag. This is used by the governor of the State and other officers elected to State office, or appointed by the governor.

If your teacher has a copy of the governor's Thanksgiving or Arbor Day Proclamation, she can show you how the seal of the State is used.

Why is a State seal needed?



THE GREAT SEAL OF THE STATE OF CONNECTICUT.

*LESSON 4***a. The Town Seal, and Other Seals.—**

Each town in the State has a town seal, but there are no town flags.

The town clerk of a town may use the town seal in connection with the signing and witnessing of legal town paper and copies of town records sent out.

The Town Clerk, as Registrar of Births, Marriages, and Deaths, has a seal for the purpose. This Seal

he uses when a boy or girl obtains a birth certificate from him.



A TOWN SEAL.

b. Things to Do or to Find Out.—

Teacher secure from the town clerk an imprint of the town seal.

Compare the town seal with the State and national seal. (The national seal may be found on silver quarter and half dollar pieces.)

List the uses of town, State, and national seals.

Teacher secure an imprint of the seal made by the town clerk, as Registrar of Births, Marriages, and Deaths.

c. To Remember.—

"Lives of great men all remind us,
We can make our lives sublime,
And, departing, leave behind us
Footprints on the sands of time."—LONGFELLOW.



Employment form 9
7-13-25000

[Approved by the state board of education]

TOWN CLERK'S CERTIFICATE OF AGE

This Certifies

That it appears on record in this office

That William Henry Brookset
(name)

was born in Burlington (town)
(state or country)

on the 9th day of December, 1902 and that his (this or her)

names were Ulysses G. Brookset and Lucy Ann Brookset

Attest, John A. Reese

Dated at Burlington this 19th day of June, 1916



BIRTH CERTIFICATE.

SUGGESTIONS TO THE TEACHER

1. It is not necessary to place a book in the hands of the pupils of Grade IV. Many times topics may be placed on the board a week in advance and pupils may gather data as directed by the teacher.

2. As much first-hand material as possible for the purpose of illustration will make the work more interesting.

3. One lesson is planned for each week. While much work is suggested it is expected that each teacher will select the work best suited to her class.

4. The recitation period should be spent largely in conversation between pupils and teacher. It may take the form of discussion, and reports of observations.

5. While it is not expected that pupils shall keep a notebook in this grade, they may write reports or list facts from time to time to pass to the teacher or for class discussion.

6. Secure postcards or other pictures that illustrate the work as far as is possible.

7. A State Register and Manual will be of very great help as a reference book.

8. It will be well to review the work of Chapter I week by week in Grade IV. The following books will be useful sources of new material:—

Stories of Thrift for Young Americans, by Pritchard and Turkington, Scribners.

A Course in Citizenship, by Cabot and others, Houghton, Mifflin.

Character Building Readers, Hinds, Hayden and Eldredge.

9. Emphasis on right habits is essential in all parts of the school work and should be considered in connection with each subject.

CHAPTER III
FOR GRADE V
PURPOSES OF GOVERNMENT, OR GOVERNMENT
EXPLAINED

“Government is the voice of all the people speaking to each one of us.”—L. S. MILLS.

1. Citizens.—All persons born in the United States are citizens of the United States, and, according to their age and ability, have certain rights and privileges. They have a right to be protected, and the privilege of all legal work and play. These rights and privileges are secured by rules called laws. Citizens generally live together in families.

2. The Family.—In a family there are usually several persons; as father, mother, and children. The father and mother make the rules for themselves and their children in the home. In this way each has a part of the work to do, and there is order and progress. If some child is naughty, the father or mother may punish it. Thus in the home, rules are made and enforced for the common good. Those who do not obey are punished.

Example of a home rule:—John is to bring in the necessary wood each day; Mary is to clear the table after each meal.

3. Groups of Families.—Where a few families live on farms, there is a rural community, and there are rules for the families to obey. Where there are a large number of families living near together there is a village or borough or city. Here, too, there are rules for the families to obey.

In the community, village, borough, or city, the family or individual who does not obey the rules is punished.

Example of rule applying to rural community:—

Every owner or possessor of lands shall cut down all wild carrots and Canada thistles growing thereon or on the highway adjoining, so often as to prevent their going to seed.

Example of city ordinance:—All fruits, vegetables and nuts, if sold by measure, shall be sold by dry measure. (Hartford.)



A HOME IN THE COUNTRY IN THE SPRING.

4. The Town.—Every community, village, borough, or city is located in some town. The rules made by the

town are called *town laws* or *by-laws* of the town. In a city the rules are called *city ordinances*. The men in the families help make these rules or laws in the towns, and, in the boroughs and cities, vote for other men who are to make the rules or laws.

In a town, there must be laws concerning the highways or streets, steam and electric railways, navigable water if any, schools, health, water supply, possibly light and many other things.



A VILLAGE, PLAINFIELD, CONN.

In the home the fathers and mothers make the rules and see that they are obeyed; in the school the teacher and the committee make the rules and see that they are obeyed. In the town, village, borough, or city the fathers may, once a year, vote for the rules they think will be best, and against those they think will not be of advantage to the many families. They vote also for the men who will, in their judgment, best carry out the rules or laws of the town, borough, or city.

In most towns this voting is done on the first Monday in October each year. Notices are posted, at least five days beforehand, telling the time, place, and purpose of the meeting.

At these meetings no one can vote unless he is at least

twenty-one years of age, and able to read the English language. Women aged twenty-one or more can vote only for school rules or laws, and for men and women who make school rules and regulations. In some States, women can vote on all questions on which the men can.

Example of a town law:—Voted: The tax for 1916–17 shall be 12 mills on the dollar.

5. Men Elected at Town Meeting.—At the annual town meeting some of the men or officers voted for are selectmen, town clerk, town treasurer, and school committee.

The selectmen elected in this way are at the head of the affairs of the town, something as the father and the mother are at the head of the affairs in the family. They build and repair the highways and bridges, look after the town poor, and attend to other town affairs.

The town clerk keeps a record of the officers elected at the town meeting, of the votes passed, and of lands bought and sold by the people of the town; also, of births, deaths, and marriages.

The town treasurer takes all the money paid by the families as taxes on the lands and houses they own. This he spends for roads, bridges, town poor, schools, and in other ways, according to the orders of the selectmen.

The school committee decides how many schools there shall be in town, and may hire the teachers, keep school property in repair, and make rules for the operation of the schools.

Besides the town laws and officers for the town there are State laws that affect the town, and there are State officers or law makers.

6. Other Town Business.—In addition to voting for town officers at the annual town election there are other matters decided by ballot, such as license or no license.

Each town has an annual town business meeting. This

may be on election day or it may be adjourned to some later date. At this meeting the voters assemble and discuss town matters. After discussion they may vote for such town laws as they wish. The majority rules, and laws passed in this business meeting must be obeyed by all people in the town. Some of the questions that are often discussed and voted on are the following:

Town tax.

Building of sidewalks.

Policing the streets.

Street lights.

Building or repair of bridges.

Building of new roads.

Building of new schoolhouses.

7. The November Election.—Most of the older towns of the State elect two representatives to the House of Representatives. Every town elects at least one. In the Legislature of 1917, there were 258 representatives.

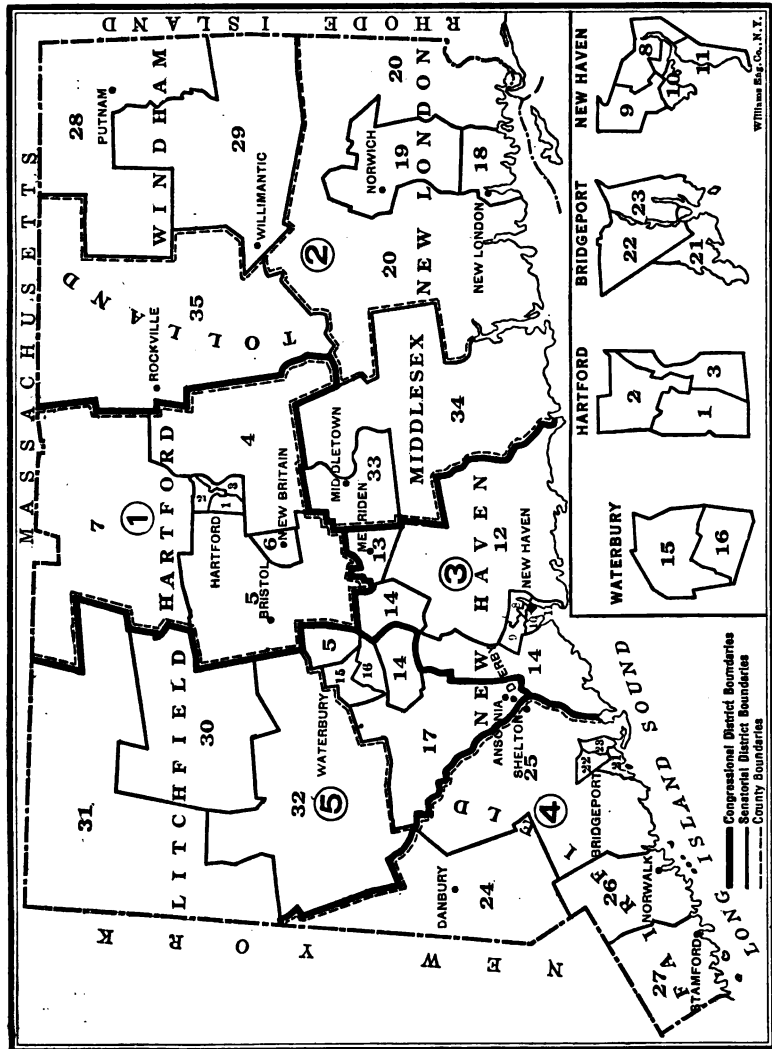
For State senators the population of the State is divided into thirty-five senatorial districts. Each district elects a state senator on each even year. Some towns have a very large population as Hartford and Bridgeport. Each of these cities is divided by wards into three senatorial districts of about 33,000 population each. Each of these cities sends three senators to the General Assembly.

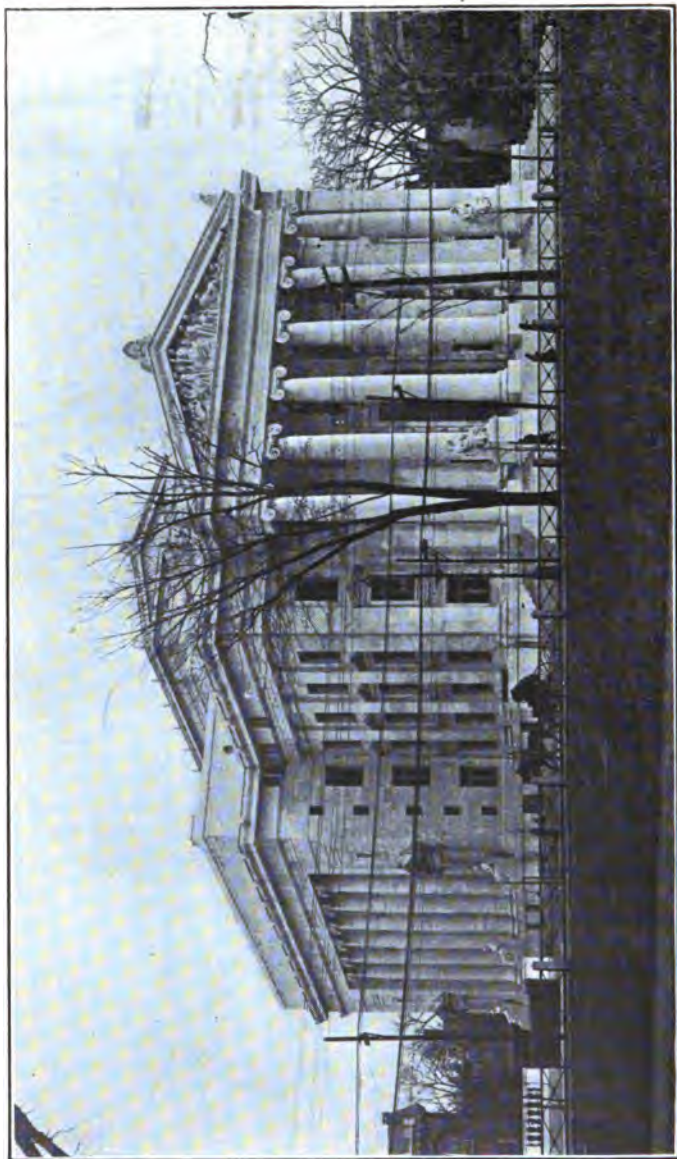
It may take a number of small towns to secure sufficient population to form a senatorial district, as for example the 20th senatorial district, which is composed of sixteen towns as follows:—Bozrah, Colchester, East Lyme, Franklin, Griswold, Lyme, Lebanon, Lisbon, Montville, North Stonington, Old Lyme, Salem, Sprague, Stonington, Voluntown, and Waterford. These sixteen towns, combined into one senatorial district, have a total population of 33,884.

In the General Assembly of 1917 there were 35 senators.

Congressional Districts are made up as follows:

- FIRST**
Hartford County.
- SECOND**
Middlesex, New London, Tolland, and Windham Counties.
- THIRD**
Madison, Guilford, Branford, North Branford, East Haven, North Haven, Wallingford, Meriden, Cheshire, Hamden, New Haven, Milford, Orange, Woodbridge, & Bethany in New Haven County.
- FOURTH**
Fairfield County.
- FIFTH**
Litchfield County and Derby, Andover, Seymour, Oxford, Beacon Falls, Southbury, Middlebury, Naugatuck, Waterbury, Wolcott, & Prospect in New Haven County.





NEW HAVEN COUNTY COURT HOUSE, NEW HAVEN, CONN.

The representatives and senators elected in November of each even year meet at the State capitol, in the January following, for the purpose of making laws for the 168 towns of the State. These two bodies of men, representatives and senators, assembled at Hartford, are called the General Assembly or the State Legislature.

One of the chief duties of a representative is to become acquainted with the needs of the town he represents, and the wishes of its people, that he may aid in securing the laws the town needs, and in his arguments express their views. Each senator should do the same for his senatorial district.

The voters of each town may, on the Tuesday following the first Monday in November, each even year, meet to vote for representatives and senator. Just as families make the several towns, so the one hundred sixty-eight towns make the State. Each town, according to its population, sends one or two men to the capital at Hartford to help make laws for all the towns.

An example of a State law:—"Any town or school district may maintain a kindergarten or kindergartens for the attendance of children over four years of age."

Passed April 28, 1915.

8. Justices of the Peace.—These are town officers, but elected at the November election. When a town law is broken and a complaint made and a trial held, the justice of the peace presides. After hearing the case he renders judgment. A justice of the peace can serve in any town in the county.

It is essential to elect upright and fearless men as justices of the peace.

9. Purposes of Government.—When people live together there is need of:

1. Health protection.
2. Property protection.
3. Personal protection.

4. Protection of rights.

5. More advantages and conveniences.

People are appointed to attend to these needs in the town, borough, county, and State. The material they use and the work they do must be paid for by means of taxes. In these purposes of government, their accomplishment, and the payment of expenses by taxation, lies the whole scheme of government.

1. Health Protection.—Oftentimes some people or families do not seem to care if their children, when sick, play with other children and give them diseases like measles or scarlet fever. Because of this, rules or laws have been made requiring all parents to keep such children at home until the health officer says they are well enough to go out without making other children sick. Sometimes, too, families are careless about dangerous diseases because they do not know of the danger. For this reason health officers are required to make every effort to warn people and keep them informed concerning infectious diseases.

The State Board of Health sends out circulars and pamphlets to teachers and others. Health officers often direct that notices respecting public health be posted in postoffices and other public places.

Physicians are required to report all infectious diseases to the health officers. In cities the health department may inspect houses and yards to be sure they are sanitary. Each village and city is much concerned with the health of its school children and endeavors to have its schools and grounds sanitary. The health department or health officer may inspect the milk and food that come into a village or city. Great care is given to the drinking water that comes to cities. There are many rules about the disposal of sewage and garbage. These rules are necessary to keep flies and disease away.

In villages and cities the health department usually requires the streets to be cleaned, so that people need not breathe so much dirt and in order that germs cannot increase.

Attention is given to ventilation in houses, schools, and steam and trolley cars.

In the larger cities hospitals are maintained where people dangerously sick may be taken for more skillful treatment than they can get at home, and where those unable to provide for themselves may be cared for when sick.

Laws are made requiring all doctors and physicians to pass examinations and secure certificates before they can begin to treat people. This protects people against ignorant pretenders who might do much harm. All medicines sold in drug stores are inspected; otherwise, people might receive dangerous drugs.

In the rural communities all stables where cows are kept are inspected, if the milk from the cows is sold in a village or city. Stables, cows, and pails must be kept clean and neat.

The health officer of each town may, at any time, take a bottle of milk from any wagon entering the town for the purpose of selling milk, and send it to the state experiment station at Middletown for testing. The test shows the quality of the milk and the amount of dirt it contains. The results of these tests are often published in the daily paper so that people using the milk may know exactly how it tests. In this way people are protected, and need not use poor or dirty milk.

In each town there is a town health officer. In each county there is a county health officer who appoints the health officers for the several towns in the county. There is a State board of health. This State board of health makes many necessary rules for the health of the people of the state.

All schoolhouses must be inspected at least once a year by the health officer. In most towns the health officer writes a report each year. This is printed in the town report.

2. Protection of Property.—If there were no one to prevent it, some people would take things belonging to others. On many city streets policemen walk back and forth day and night on the lookout for such persons. In the State prison at Wethersfield there are many men who have been sent there to stay for a long time because they have taken things that did not belong to them. There are others who cheat in business and in other ways. There must be laws for these people and men appointed to see that the laws are obeyed. There are laws against trespassing on the land of another, against obstructing the highway, against annoying families or stock. A town cannot take land for roads unless it pays the owner its proper value.

There are others who would damage property unless there were the danger of detection and arrest.

There must be rules or laws, and people to enforce them, respecting bonfires, fires in buildings, and forest fires. In villages, boroughs, and cities, there are fire companies. At the head of each is a fire chief who is responsible for the work of the company. In the rural

communities there are fire wardens who may call out as many men as are needed to help put out forest or dangerous brush fires. In this way one family has the aid and protection of all the families at once, if needed, and better protection is secured than would be possible in any other way.

In cities there are building rules so that unsafe buildings cannot be constructed. In this way the danger by fire is less.

Fire insurance companies provide another means of protection against property loss by fire.

In cities the streets are lighted. This prevents many from trying to enter stores or houses for the purpose of stealing, as other people would probably see them.

3. Personal Protection.—In Connecticut the Public Utilities Commission has been established for the purpose of protecting people, especially those who travel. The steam and trolley lines of the State and all other public conveyances must obey all rules made for them by the Public Utilities Commission. All rules made by the Commission are for the protection of the passengers or the operators, or others who are in any way affected. This Commission may order gates at a crossing if public safety requires it.

There are many laws concerning traveling on the highway; such as: when vehicles meet, each must turn to the right and give the other at least one-half the road, if in any way necessary.

There is life and accident insurance that affords some return to the insured in case of injury.

In Connecticut there are five Compensation Commissioners who decide how much an employer must pay anyone who is hurt while working for him.

There are constables, bailiffs, police, and sheriffs to arrest those men who attack others. There are courts to try them, and jails and prisons to put them into, if necessary; also, the warden or deputy warden at Wethersfield is directed to hang such as have intentionally killed others.

In villages and cities autos, teams, and trolleys are often numerous and the crossing of streets by people on foot dangerous. There is, also, much danger from frequent collisions. For the purpose of protection, traffic officers are stationed at intersecting points and by signals direct people to go on, or to wait until others have passed.

Personal protection includes the protection of character. No person can slander another, and not be liable according to the laws of the State.

Personal protection includes the protection of the poor, insane,



A TRAFFIC OFFICER ON DUTY.

and diseased, oftentimes at public expense. If this were not done they would suffer. It often happens that a person becomes poor, or insane, or diseased, and is without friends or money. It would be cruel to let him be neglected, so rules have been made telling what shall be done in such cases. In a town the selectmen provide for such persons in a proper manner, at the expense of the town. Sometimes they are sent to the poorhouse, sometimes to the insane asylum, sometimes to the hospital, according to their individual needs.

Children who are abused or neglected by their parents may be taken from their parents by the selectmen, and sent to the county home or some other institution, for proper care, education, and protection.

4. Protection of Rights.—Every citizen of the United States has the right to life and liberty as long as he keeps the laws. The same right is accorded to visitors and immigrants from other lands. Everyone has the right of protection of property, of person, and of character, as has been pointed out. If accused of crime a citizen has the right to a fair and impartial trial. Everyone has the right of freedom of speech and of the press. Everyone may worship as he thinks best, provided no law is broken in so doing.

5. Advantages and Conveniences.—There are advantages and conveniences which individuals enjoy, but which an individual alone cannot afford. Under a government which requires all to co-operate, these advantages and conveniences may be obtained without hardship to any. Among these are:

a. Roads and Bridges.—One or even several families would not be able to build all the roads and bridges they would like to use, but where all the families help, it is not a hard task for any one family or person. All contribute, all share in the benefit, and there is no hard feeling, as the expense was voted by the voters, and is shared according to a rule made by all.

In most towns there are some parts of the road which the State helps the town to put into better condition than the town alone could afford to do. The State, also, helps keep such parts of the town road in repair. These parts of the roads of a town are called *State roads*.

b. Education of Children.—Years ago each family paid for its own teacher; some families had good teachers, some had very poor ones, some had none at all; and boys and girls grew to be men and women unable to write their names, or read a letter. Now, by the united efforts of the families in each town, borough, and city, good schools

are maintained, where every boy and girl can learn to read and write. All schools are required to have good teachers who have studied the methods of teaching. Most towns supply books, paper, and pencils free to the pupils. Schools are graded. Buildings are better. Many of the smaller schools are closed, and the pupils taken by 'bus to larger and better schools. Music and drawing are taught. The boys and girls have a better opportunity than ever before in Connecticut.

Boys and Girls must attend School.—Only a few years ago the law did not say that boys and girls *must* go to school during the entire school year. Many parents, therefore, kept their children home to work. In this way they grew up ignorant, so the State had to make a law saying all parents *must* send their children to school. Now all children, who are able, over seven and under sixteen must go throughout the session. This is one of the best laws of the State.

c. *Promotion of Trade.*—In some towns special provisions are made to encourage business; also, to regulate saloons, peddlers, and many other business affairs. Most villages, boroughs, and cities, have a business men's association or a board of trade.

d. *Libraries.*—Nearly every town maintains one or more public libraries. This allows each family the opportunity to read many books, and to consult books of reference which individual families could not afford to own. These libraries afford a splendid source of information for the schools.

e. *Many other Advantages and Conveniences;* as street lights, public parks, and the use of telephone and telegraph lines are made possible through government. Boys and girls like to receive letters from friends who are far away. This is made possible through the United States government. The postoffice, the postmaster, and the mail carriers are in the employ of the United States government. The government gets the money to pay these men from the sale of postage stamps.

10. *Duties.*—In return for the many things that government provides for us, we owe certain duties to the town, borough, city, and State. We should make the best use possible of all our advantages and conveniences. It is our duty to become educated, to improve our time, in school and out, that we may become useful people, and a help in our community. It is our duty to obey all the

laws willingly, and to encourage others to do so. In all our thoughts and acts we should carry out the golden rule, "Do unto others as ye would that they do unto you."

It is our duty to take good care of all town or city property, our school books, our schoolroom, desks, blackboards, and all equipment. It is our duty to respect all town or city property and private property, as well as our own. It is our duty to remember that by destroying or damaging town or city property, we are making ourselves, as well as others, poorer.

These rights and conveniences which we enjoy constitute what is called freedom and liberty. This freedom and liberty brings many duties which a person in prison would not have. In order to keep these rights and conveniences we must use them rightly. The freedom and liberty of America give no one a right to break laws or the golden rule.

It is our duty to plan to grow up with the education and ability to take our place in the town or city, and help the government to become still better and more helpful to the people.

11. Taxes.—Nearly all the people who take part in the government as town, borough, city, county, or State officers, must give much of their time to the work and it is right that they should be paid for this time. Again, it costs money to build roads and bridges, to educate children, to erect libraries and buy books, to protect health, property, persons, and rights. It takes material to erect schoolhouses, and to equip them, and keep them in repair. It takes money to buy books for boys and girls to study. Most of this money is secured by means of taxes. That is, each person owning houses, or lands, or both, in a town or city has to pay a certain amount each year to the town or city. This amount varies according to the amount of property the taxpayer owns.

Part of this tax is used for town purposes, part for county purposes, and part for State purposes. If there were no taxes, there could be but very little government, and we could not be protected, nor could we long have schools and other conveniences.



STEEL BRIDGE OVER THE FARMINGTON RIVER, AVON, CONN

SUGGESTIONS IN CONNECTION WITH THE STUDY OF
CHAPTER III

SEPTEMBER

1. TOWN STUDY

a. Outline for Study.—

Citizens.

The family.

Groups of families.

b. Things to Do.—

Visit as many of the town buildings as possible.
If in a city, visit city hall.

Find the boundary between your town and the next. Observe the condition of town or city buildings, of the roads and bridges.

c. Things for the Note-book.—

Make a map of the town or city ward.

On the map show steam and electric lines.

Show navigable waters if any.

Show service auto routes.

Locate school houses, town hall, and any other town, borough, city, county, State, or national building.

Locate State highways, town, borough, or city highways or streets.

Show boundaries of voting districts.

Write out two or more examples of useful home rules, school rules, village rules, borough or city rules.

Make a list of home punishments and rewards, of school punishments and rewards.

Find out some of the punishments and rewards in a town, village, borough, or city, and list them.

Secure postcard or other pictures of town, borough, or city buildings.

d. Words and Phrases to be Defined.—

| | | | | |
|---------|-----------------|---------|------|-----------|
| citizen | privileges | family | rule | law |
| town | community | vehicle | city | ordinance |
| vote | navigable water | | | |

e. Special Questions.—

Who are citizens?

List the names of five citizens.

What rights and privileges do citizens have?

How are these rights secured?

What people usually compose a family?

f. References.—

Preparing for Citizenship, pp. 13–14, Guitteau.

Community Civics, Chap. VI, VII and VIII, Field and Nearing.

The True Citizen, Chap. XXXVI and XXXVII, Markwick.

American Citizenship, Chap. III, Beard.

OCTOBER

2. THE ANNUAL TOWN MEETING

a. Outline for Study.—

The town.

Town laws.

Who vote.

Purpose of voting.

Men elected at town meeting.

Other town business.

b. Things to Do and Find Out.—

Secure copies of the warning for the town meeting.

List and discuss the questions to be voted on.

Secure sample ballot for town officers.

How many voters in your town or ward?

Do women vote in your town or ward?

Is the license question to be voted on this year?

What is the license question?

(Teacher should secure a copy of the town report.)

c. Things for the Note-book.—

List the positions filled at the October election.

List the names of the men and women elected at the October election.

List some qualifications of a voter.

Copy one or more town laws. (The teacher may need to consult the town clerk for these.)

List the chief duties of the selectmen, town clerk, town treasurer, school committee, and other town officers.

Define *annual town election* and *annual town business meeting*.

Copy the votes passed at the annual town business meeting.

List the number of saloons in town.

In what ways are saloons a help or hindrance to a town?

List ways in which you may be preparing to vote.

Examine and record the condition of town buildings, town roads, sidewalks, bridges and school-houses of your town, borough, or city ward.

d. Words and Phrases to be Defined.—

| | | | |
|------------|------------------------------|---------------|--------------|
| saloon | warning | by-laws | annual town |
| meeting | annual town business meeting | license | |
| no-license | election | adjourned | majority |
| ballot | police | street lights | town bridges |
| curb. | | | |

e. References.

Preparing for Citizenship, Chap. IX, Guitteau.

Community Civics, Chap. XIV, Field and Nearing.

NOVEMBER

3. THE NOVEMBER ELECTION

a. Outline for Study.—

Representatives.

Senators.

Senatorial districts.

The Legislature or General Assembly.
Duties of representatives and senators.
Justices of the peace.

b. Things to Do.—

Secure a copy of the warning for the November election.

Secure sample copies of the ballot.

Plan to visit the room used in the State capitol by the representatives, and the one used by the senators.

c. Things for the Note-book.—

Names of the representatives from your town.

Name of the senator from your district.

List the towns or wards in your senatorial district.

List the county and national officers elected at the November election.

What kind of people should be chosen for representatives and senators?

If even year, list the name of the new State governor.

Copy two or more State laws.

List the names of the justices of the peace.

d. Words and Phrases to be Defined.—

representative senator legislature senatorial district General Assembly kindergarten
justice of the peace judgment trial

e. References.—

Connecticut Register and Manual.

Local town reports.

Local and State papers.

American Citizenship, Chap. IX, Beard.

DECEMBER

4. *PURPOSES OF GOVERNMENT*

a. **Outline for Study.**—

Health protection.

Contagious diseases.

Duties of health officers.

State Board of Health.

Doctors and physicians.

Health of school children.

City health department.

Hospitals.

Drug stores.

Health inspection.

Milk and dairy inspection.

Inspection of schoolhouses.

b. **Things to Do.**—

Visit the source of the drinking water for your home, your school, for the town or city buildings.

If you live in a village or city observe the condition of the streets—clean or dirty?

Hunt for things the town or city has done as protection of health.

See town report for report of health officer.

Look for license in drug stores.

c. **Things for the Note-book.**—

List diseases that you know.

State which are quarantined.

List the quarantine regulations in your town or city.

Name and address of the local health officer.

List his duties.

List things he has actually done.

List ways in which poor water may be dangerous.

Describe the source of water supply for your home, school, town, or city buildings.

Is this water polluted in any way?

Is the water hard or soft?

Water supply for horses in your town or city. Where located, and condition of trough.

How is your school ventilated?

List the hospitals to which people from your town or ward may be sent.

Look for and record things in your town or ward which may endanger public health.

Secure and copy results of milk tests in your town or city.

Give the date of the last inspection of your school by the health officer.

Ways you can promote health at home, at school, on the street.

d. Words and Phrases to be Defined.—

| | | | |
|--------------------------|---------------|-----------------|-----------|
| quarantine | infectious | doctor | physician |
| State Board of Health | public health | health | |
| department | sanitary | sewerage | garbage |
| germs | hospitals | dangerous drugs | testing |
| State experiment station | | | |

e. References.—

An Elementary Civics, pp. 190–195, McCarthy and McMullin.

Lessons for Junior Citizens, pp. 11–23, Hill.

Our America, Chap. VII, Lapp.

American Citizenship, pp. 202–3, Beard.

Preparing for Citizenship, Chap. V, Guitteau.

Community Civics, Chap. XX, Field and Nearing.

JANUARY

5. PURPOSES OF GOVERNMENT

a. Outline for Study.—

Protection of property.

Stealing.

Trespassing.

Obstructing the highway.

Annoying people or stock.

Property damage.

Fires and fire protection.

Building laws.

Fire insurance.

Street lights a protection of property.

Police protection.

b. Things to Do and Find Out.—

Who attends to the arrest of people in your town or ward?

Observe and make a list of needless damage done to public property in your town or ward.

Visit places damaged by fire.

Follow the local papers for statements of damage by fire or water.

c. Things for the Note-book.—

List cases of stealing in your town or ward, and the punishment.

Who decides as to the guilt and punishment of the person arrested?

List ways in which public property is often damaged.

List all the public property in your town or ward.

Name the fire wardens in your town, the fire chief in your borough or city.

List the duties of each.

If there is a local fire company list the names of those belonging.

Write a brief account of any fire you remember in your town or ward.

Describe the methods of fighting forest fires, fires in burning buildings.

List the names of several fire insurance companies.

List other ways in which law protects property.

d. Words and Phrases to be Defined.—

State Prison at Wethersfield trespassing de-
tection and arrest fire company fire chief
fire warden fire insurance

e. Special Questions.—

What is your duty in connection with school property and other public property?

What is your duty in connection with fire?

f. References.—

Our America, Chap. III, Lapp.

The Avoidance of Fires, Weeks.

Firebrands, Martin and Davis.

An Elementary Civics, pp. 214–217, McCarthy and McMullin.

American Citizenship, Chap. V, Beard.

FEBRUARY

6. PURPOSES OF GOVERNMENT

a. Outline for Study.—

Personal Protection.

The Public Utilities Commission.

Laws concerning travel.

Accident insurance.

Compensation commissioner.

Constables, bailiffs, police, sheriffs.

Character.

Protection of the poor, insane, and diseased.

Protection of children.

Protection of rights.

Life and liberty.

Right to impartial trial.

Freedom of speech and the press.

Freedom of worship.

b. Things to Do.—

Observe flagmen and gates at railroad crossings.

Observe the meeting and passing of vehicles.

Visit the town poor-farm.

If possible, visit the county home.

From those who work in shops or factories, learn some of the means used for protection.

See town report for cost of town poor, insane, protection of children in county home, damage to sheep by dogs.

c. Things for the Note-book.—

Number of people at the town poor-farm.

How is this farm managed?

How are the inmates supported?

What do they do?

Find out how some of them came to be so poor that they must live in the poorhouse.

What is the cost per year of the poorhouse to the town?

Number of insane people from your town in State institutions at town expense. (Selectmen usually have this information.)

Number of persons in hospital at town expense.

Locate county home in your county.

Number of children from your town in the county home.

Why were they sent there?

When may children be sent to reform school?

Locate the school for girls, the school for boys.

How many are there from your town?

List the churches of your town or city ward.

d. Words and Phrases to be Defined.—

Insane town poor conveyances vehicles
Public Utilities Commission accident insurance
compensation commissioner character hospital
insane asylum immigrants freedom of speech
religious freedom freedom of the press.

e. References.—

Our America, Chap. III, Lapp.

American Citizenship, Chap. IV and V, Beard.

MARCH

7. PURPOSES OF GOVERNMENT

a. Outline for Study.—

Advantages and conveniences.

Roads and bridges.

By whom built and used.

Education of children.

Schools of long ago.

Teachers.

School supplies.

Attendance.

b. Things to Do and Find Out.—

If possible, cross the large bridges in your town and observe their construction and condition.

Observe the condition of the roads in your town.

How many miles of State road in your town?

Visit as many of the schools in your town as possible, and observe the kinds of buildings and their present condition.

Observe the books and material supplied by the town.

Find in the last town report the cost of roads and bridges, the cost of the schools.

Do the teachers of your town have State or town certificates?

c. Things for the Note-book.—

List the iron and concrete bridges in your town, with date of construction.

List the wooden bridges.

When and how are the roads of your town repaired? Cost?

List the number of miles of State road in your town.

Of what material is the State road built?

How can you help the town in caring for its roads and bridges?

List the number and names of the schools in your town.

By whom are the buildings owned and kept in repair?

Who pays for the books and supplies?

What schools have been closed, and the children transported?

List the advantages of consolidated schools.

What does the law say about attendance at school?

How many days and weeks per year does your school keep?

What subjects are taught in your school?

Draw a map of the town, and locate each school.

How can you help the town get full value for money invested in schools?

d. Words and Phrases to be Defined.—

Public schools private schools town road
State road culvert sluice concrete bridge
iron bridge transportation consolidation of
schools town school committee board of
school visitors 'bus school attendance.

e. References.—

Our America, Chap. I, II, VIII, Lapp.

Community Civics, Chap. IX, XI, XII, XIII,
Field and Nearing.

An Elementary Civics, Chap. XIII, McCarthy and
McMullin.

American Citizenship, Chap. XVII, Beard.

APRIL

8. PURPOSES OF GOVERNMENT

a. Outline for Study.—

To promote trade.

Business and improvements.

Libraries.

Number, location, and use.

Other advantages and conveniences.

Street lights.

Public parks.

Telephone and telegraph.

Post-office.

b. Things to Do.—

Visit some of the manufacturing plants in your town. (The teacher may perhaps secure permission to go with her school as a whole.)

If there is a business men's association, or a board-of trade, list the things they have done for your town.

Visit the public library often.

Observe the street lights, telephone and telegraph lines; visit the public parks or village common, or green.

Study the work of the post-office and the mail carriers.

c. Things for the Note-book.—

List the kinds of business carried on in your town.

List the regulations, if any, to help or control trade in your town.

What are the rules for tramps and peddlers?

Locate and describe the public libraries in your town.

Number of volumes in each. The days and hours each is open.

List the library rules. Why are they necessary?

Names of the librarians.

Date of erection of each library, cost. If room is rented, state cost of rent.

List the names of five books of information, three reference books, and ten story books found in the public library of your town.

How has Andrew Carnegie aided public libraries?

Describe the street lights in your town.

List the names of ten people who have telephones, and give the advantages of telephone service, telegraph service.

List the name of the mail carrier who delivers your mail.

Name of the local postmaster.

Explain the use of postage, and a postage stamp.

Who hires the postmaster and controls the post-office?

List as many advantages of government, that affect you, as you can.

d. Words and Phrases to be Defined.—

peddler promotion of trade tramp library
books of reference books of fiction postmaster
letter carrier public park post-office postage.

e. References.—

American Citizenship, p. 198, Beard.

Preparing for Citizenship, pp. 212-214, Guitteau.

MAY

9. DUTIES OF CITIZENS

a. Outline for Study.—

Review the purposes of government.

1. Health protection.
2. Property protection.
3. Personal protection.
4. Protection of rights.
5. Advantages and conveniences.

Duties each citizen owes to the town or city and State government.

1. Make best possible use of all conveniences and advantages.
2. To obey loyally all laws.
3. To become educated and useful.

b. Things to Do.—

Find and list all that has been done in your town during the year for health protection, property protection, personal protection, protection of rights, and for advantages and conveniences.

Find as nearly as possible, from town report, what government has cost your town or city ward.

c. Things for the Note-book.—

List the duties you, as a citizen, owe your town in return for being permitted to live under its government.

List the things you have, so far, actually done to show your appreciation of government.

d. Words and Phrases to be Defined.—

Duties the golden rule public property
private property.

JUNE

10. TAXES

a. Outline for Study.—

Town officials must be paid.

Material and supplies used in government of a town or city cost money.

People hired by town officials, as men to work on roads and bridges, to look after town poor, to protect health, property, person, rights, and to secure advantages and conveniences, must be paid.

People hired to teach schools must be paid.

Government needs money, hence taxes.

Who pays taxes.

b. Things to Do.—

Consult town report and list the many things which have cost the town or city money during the past year.

Which of these things are a benefit to you or to your family?

c. Things for the Note-book.—

What is the tax rate in your town or city?

List things which are taxed.

When are taxes paid and to whom?

How can you help the town in its expenses?

Who really pays for all town property?

Who really owns all town property?

d. References.—

Preparing for Citizenship, Chap. XII, Guitteau.

Our America, Chap. XXVII, Lapp.

An Elementary Civics, Chap. VII, McCarthy and McMullin.

SUGGESTIONS FOR STUDY

Pupils of grade V and above should have the use of a text-book. The work in Chapter III is intended for the use of pupils as well as teachers.

There should be much question and answer work by both teacher and pupils in class. There should be much observation work outside of school and as much local data gathered as is possible.

For each month there are at least four divisions of the work. It is suggested that there be one lesson per week in citizenship and that a division be taken each time. It will be best to study the text before observations are made, and to make observations before the note-book tabulation is undertaken.

It is suggested that pupils of grade V keep a regular note-book in citizenship. The books, if carefully written, will have some real local value as reference for pupils later on.

The ability to observe and to gather information may be guided and advanced by the teacher in connection with this work.

The observations and class work should be conducted in an interesting manner so that pupils will enjoy citizenship study and look forward with interest to gathering more data and to acquiring a still better understanding of government and its purposes.

From time to time the teacher should call attention to State government and its co-operation with each town. A town does not stand alone and independent in its affairs.

Discuss the illustrations and ask pupils to find corresponding things of interest in their own community.

It will add to the value of the work to have frequent debates. The following is a suggested list of questions for this purpose. Teacher and pupils can select others.

1. Is it more desirable to live under city or country rules or laws?
2. Should people pay taxes or not?
3. Whether the town needs a health officer or not?
4. Whether each one should be required to protect his own property, and in this way save the expense of policemen.
5. Whether it is necessary to provide roads or bridges, or let each one make his own way as the Indians did.

CHAPTER IV

FOR GRADE VI

THE TOWN, BOROUGH, CITY, AND COUNTY

Those who cannot govern themselves must be governed.

1. The Town.—All the land in Connecticut is divided into towns. There are now 168 of these towns in the state. Every village, borough, or city in the state is located in some one of these 168 towns; thus, the village of Collinsville is in the town of Canton, the borough of Farmington in the town of Farmington, and the city of Winsted in the town of Winchester. Most of the towns in the six New England states cover from twenty to forty square miles each.

The word *town* comes from "Tun" or "Toon," meaning a stockade or fortified place, and the land immediately surrounding it. When the white people first came to Connecticut they made settlements; that is, a group of houses or log cabins was built, a blockhouse or fort, a church and a schoolhouse. One of the first of these settlements was at Windsor in 1633. Another was at Wethersfield in 1634, and another at Hartford in 1635. The towns of Windsor, Wethersfield, and Hartford are, then, the oldest towns in the state of Connecticut. New Haven was settled in 1638.

On Sundays all the people of a settlement attended services at the church or meeting-house. Often all the land occupied by the people attending one church was called a parish. On week days from time to time, as was

necessary, all the men, twenty-one years of age and older, who belonged in the settlement or parish, met in the church to elect local officers and to transact the business of the settlement; such as rules for the government of the settlement, or for protection against the Indians.

When a settlement or parish became too large for all the people to attend one church, a new church was built at some convenient place, and a new parish started. From the very first these settlements were often called towns after the English custom. In this way most of the 168 towns of the state were first settled. In many of these towns to-day the original central church or meeting-house is still standing, and used for Sunday services. The meetings of the voters, however, are now held in the town-hall, not in the church as they were in those days.

2. The Powers of the Town.—In the year 1639 the settlement at Hartford and the settlement at New Haven appointed representatives who met at Hartford and formed a General Court. This General Court, by the advice of Rev. Thomas Hooker, adopted a written constitution called the "Fundamental Orders of Connecticut." This was the beginning of State government in Connecticut, and was the first written constitution in the history of the world. This General Court, in October, 1639, designated each settlement or parish as a town, and gave it full power to manage all its internal affairs. Arrangements were made, also, for the admission of new towns from time to time.

Moreover, the General Court of Connecticut ordered at this time that each town keep in books provided by the town a careful description of all lands sold or mortgaged. Directions were given regarding the recording of wills, deeds, and the settlement of estates. This was the beginning of town records in Connecticut.

The town still retains the rights given it by the General



CHURCH, CANTON CENTER, CONN.

**This was the first, and for a number of years the only church of the town of Canton.
Town business as well as religious services were carried on here.**

Court in 1639. The local affairs are carried on by means of the town meeting, and by the officers chosen in each town by the voters.

There have been very few constitutional limitations of the powers of the town, the most definite being the amendments adopted in 1877 prohibiting towns from increasing the compensation of any officer during his term of office,¹ and prohibiting towns from incurring indebtedness on account of railroads.²

The town may make laws for any town matter not covered by the State or national statutes. These laws must not conflict with the State, or national, constitution.

The general statutes of the State require each town to provide itself with a seal, to provide a fireproof vault in which to keep its records; and in making its *by-laws*³ a town is limited to civic matters, and to penalties not exceeding twenty-five dollars fine and thirty days in jail, or both, on any one count, unless the State statutes permit a greater fine.

Each town is required also to elect certain necessary officers after a prescribed manner. These town elections may be annual or biennial.⁴

3. Town Government.—Town government consists of three departments:

1. The law-making, or legislative, department. This is made up of the legal voters, or electors, in town meeting assembled, or as they vote by ballot at the annual town elections.

2. The executive department, or those who carry out the wishes of the electors. These are the officers of the town.

¹ Amendment XXIV.

² Amendment XXV.

³ The Danish word *by* means town, hence, *by-laws* mean *town laws*.

⁴ Amendment XXXII.

3. The judicial department, or those who interpret the law. These are the justices of the peace.

4. The Legislative Department of a Town, or Who May Vote in Connecticut.—To become a voter in Connecticut the following qualifications are necessary:

1. Age. To be a voter one must be at least twenty-one years of age.

2. Sex. Men, only, may vote, except in connection with school questions and the election of school officers, on which questions women, subject to the same qualifications as men, may vote if duly registered.

3. Residence. A person, to be eligible to vote, must have resided in the State one year, and in the town six months.

4. All naturalized citizens who can comply with the above requirements may vote.

Naturalization is the process whereby an alien becomes an American citizen. To be eligible to citizenship an alien must live in the United States five years before he can receive his final papers. Two years before his admission to citizenship he must appear before a court of record and declare, under oath, his intention of becoming a citizen of the United States. He must renounce all allegiance to any foreign power whatsoever. This is duly recorded by the clerk of the court who gives him a certified copy, under seal. Two years later he may apply, in a similar manner, for his final papers. If the papers are granted he becomes a citizen. Those who enter this country under the age of eighteen may omit the first papers, and be admitted to citizenship at twenty-one or later, provided they have lived in the United States not less than five years, the last year in the State where the application is made.

If a man is married, his wife is automatically naturalized when he receives his final papers.

5. Education. A person to be eligible to vote must be

able to read in English ¹ any article of the constitution or any section of the statutes of the State.

6. In most towns in Connecticut paupers can vote, even though in an almshouse at public expense.

5. Who May not Vote in Connecticut.—1. Women, except on school questions.

2. All persons under twenty-one years of age.

3. All aliens.

4. All who have been convicted of crime. Sometimes the rights of citizenship and the vote may be restored to such.

5. Idiots, lunatics, and imbeciles.

6. Registration.—Many towns have more than one election, or voting, district.² In each such district there is a Board of Registrars consisting of two persons. Citizens having the qualifications and desiring to vote must apply to this board and appear in person for examination at a prescribed time previous to election. Those who are found qualified may have their names placed on the voting list. It is not necessary to declare the political party they favor, unless said persons desire to take part in the caucus, or nomination meetings. If this is desired, the political party must be declared.

Previous to the day of the annual town meeting, also, previous to the day of the November election, the Board of Selectmen and the Town Clerk meet for the purpose of the *admission of electors*, or the *making of voters*. Each person who has been enrolled by the registrars must appear before this board for examination as to knowledge of the government of the State of Connecticut and of the United States of America. Each person must be tested as to ability to read, in English, from the constitution

¹ Amendment XXIX.

² For example the towns of Avon and Farmington have two voting districts.

REGISTRAR'S NOTICE !

The Registrars of Voters of the
FIRST Voting District of the Town
of Farmington will be in session on

MONDAY, OCT. 16, 1916,

AT

TOWN HALL

From 9 a. m., until 5 p. m.

**For the purpose of enrolling names
to be made voters.**

**SAMUEL SCOTT,
GEORGE WHITE,**

Registrars.

REGISTRAR'S NOTICE,

of the State of Connecticut or from the constitution of the United States of America. If successful in this test the Connecticut Elector's Oath¹ is administered and the name placed on the voting list.

No person may vote whose name is not properly recorded on the voting list of the district or town.

7. Caucus Meetings.—In most towns in the State each party holds a caucus, or primary, meeting, at which all the voters of a party in town, borough, or ward may assemble. These meetings are held at least three weeks before election. At these meetings, the persons whom the respective parties desire to have elected, are *nominated*, or named. These names are sent to the secretary of state at Hartford and printed on the official ballot which is to be used on election day.

For county, State, and national officers the caucus nominates, or names, delegates to a convention where the final nominations are made.

8. The Annual Town Meeting.—By law the annual town meeting must be held in each town of the State, except New Haven, Hartford, Ansonia, and Bridgeport, on the first Monday of October each year. If the town prefers biennial elections, the town meeting is held on the first Monday of October every other year.

The selectmen write and sign the call or warning for this meeting. This is usually done in consultation with the town clerk, and is often signed by the town clerk as well as by the selectmen. This warning or call must be dated and posted, in certain specified public places, at least five days before the meeting, not including the date of the warning, naming the time and place, and specifying in detail the objects for which the meeting is called. No matters except such as are prescribed by law can be passed

¹ See page 16 for Connecticut Elector's Oath.

on, legally, in town meeting, unless such matters are mentioned in the warning.

The annual town meeting resolves itself into two parts, namely, *The Annual Town Election*, and *The Annual Town Business Meeting*.

9. The Annual Town Election.—This is for the election of the more important town officers, and for voting on other questions which the law states must be decided by ballot. At the annual town election all the voting is done by ballot. The place of voting is called the polls. The time for beginning to vote is called the opening of the polls, and the time of stopping, the closing of the polls.

The polls are usually kept open all day for the convenience of busy men and women, whose time is limited. By law the polls must be open at least five hours. The exact time of opening and closing may to some extent be controlled by each town according to its needs.

The selectmen must provide a suitable voting place in each voting district, suitable rooms or booths, and ballot boxes.

All ballots for use in every town election in the state are printed on white paper, and are supplied by the secretary of state at Hartford. Each ballot contains the names of all regular candidates of each party. These are arranged in separate columns, as "Republican" "Democrat," etc. There are separate ballots for women for school question, and separate ballot boxes.

Besides the ballots for candidates for office there are separate ballots for license or no license, town management of schools, or other town affairs which by law must be decided by ballot.

The registrars, previous to the time of election, appoint a moderator who has charge of the ballot boxes and of the election. The moderator decides questions of order,

of the legality of any voter who is challenged, and of the votes when counted.

The registrars, also, appoint box tenders who see that the ballots are properly deposited; challengers who observe each voter and challenge any whom they think not legally entitled to vote.

The registrars, also, appoint one or two persons to check on the voting list the name of each person who votes. There is a separate voting list for women. The checking of each name prevents any person from voting twice.

The registrars appoint from one to five persons to count the ballots in each box as soon as the polls are closed. The officers elected qualify, and enter upon their duties at once, the only exception being the town clerk, who does not assume his duties until the first Monday of the following January.

The town clerk makes a record of all officers elected, and a record of all votes passed. This record is preserved in a fireproof vault in the office of the town clerk. Within ten days a list of the officers elected must be sent to the secretary of state at Hartford.

After the ballots have been counted they are again placed in the ballot boxes, and sealed, and given into the keeping of the town clerk for six months. After that time they are destroyed.

10. Officers Elected at the Annual or Biennial Town Election.—At the annual or biennial town election the following officers are elected by ballot on plurality vote—

1. Town Clerk and Registrar of Vital Statistics, for two years.

2. Town Treasurer, for two years.

3. Three or more Selectmen.

4. Five or more Constables.

5. Tax Collector.

6. Five or more Grand Jurors.

7. Two or more Assessors.
8. Three or more for Board of Relief.
9. Two Registrars of Voters for each Voting District.
10. Two Auditors.
11. One or more for Town School Committee or Board of School Visitors.
12. Library Directors.

11. Officers Appointed by the Selectmen.—The following town officers are appointed by the selectmen:—

1. Tree Warden.
2. Fire Warden.
3. Dog Warden.
4. Sealer of Weights and Measures.
5. Jurors.
6. Special Constables.

12. Officers Elected at the November Meeting.—At the November meeting the Justices of the Peace are elected, for terms of two years.

Notice or Call

**ANNUAL TOWN MEETING
OF THE TOWN OF PLAINVILLE**

Notice is hereby given to the legal voters of the Town of Plainville, that the annual Town Meeting of said Town of Plainville will be held on Monday, October 2, 1916, at the Town Hall in said town, for the election by ballot of the following town officers:—

2 Assessors, 1 Board of Relief, 3 Selectmen, 2 Auditors, 3 Grand Jurors, 1 Collector of Taxes, 7 Constables, 2 Registrars of Voters, 2 School Committee, 2 Library Committee.

Also, a ballot will be taken, in pursuance with Section 2638, Chapter 146 of the General Statutes of the State of Connecticut, to determine whether any person shall be licensed to sell spirituous and intoxicating liquors in said Town of Plainville, a petition signed by the required number of legal voters of said town having been lodged with the Town Clerk twelve days before the annual Town Meeting.

Also, to hear and act upon the report of the Selectmen, the Town Treasurer, the School Committee, the Health Officer, the Directors of the Public Library, and the Plainville Cemetery Association, for the year ending August 15, 1916.

Also, to authorize the Selectmen to police the streets of the town.

Also, to lay a town tax.

Also, to transact any other business proper to come before said meeting.

Also, to consider the advisability of making and maintaining sidewalks and making an appropriation for the same.

The polls will be open from 6 o'clock in the morning until 5 o'clock in the afternoon.

Plainville, Conn., Sept. 20, 1916.

WILLIAM J. JOHNSON.

CHARLES H. CALOR.

WILLIAM C. HART.

Selectmen.

TOWN MEETING

TOWN OF CANTON

At the Annual Town Meeting, held October 5, 1915, the following votes were passed:—

First: That the selectmen and treasurer be and are hereby authorized to borrow a sum of money not exceeding \$20,000.00 to meet the expenses of the town for the current year.

Second: That the sum of \$6,000.00 be and is hereby appropriated for the maintenance of highways and bridges, including all material and labor for same, during the fiscal year ending September 1st next.

Third: That the sum of \$14,000.00 be and is hereby appropriated for schools for the year 1915–1916: this amount to include the amounts received from the State school fund, on the enumeration and average attendance, interest on the Town deposit fund, and all tuition. The above provides for a net cost to the town of about \$9,500.00.

Fourth: That the sum of \$1,297.00 be and is hereby appropriated for street lighting during the fiscal year ending September 1st next.

Fifth: That the Treasurer be authorized to pay to the Canton Public Library, Inc., the sum of \$200.00 towards the maintenance and increase of said Library.

Sixth: That the sum of \$10,500.00 be and is hereby appropriated for all expenses not otherwise specified, of the Town for the year ending September 1st next, including \$1,000.00 to be paid into the sinking fund.

Seventh: That a tax of thirteen mills on a dollar be laid on the grand list of the Town next to be completed to defray the expenses of the Town for the year ending September 1st next, including \$1,000.00 for the sinking fund.

Eighth: That an additional tax of one mill be laid on the grand list of the town next to be completed, the same to be applied in payment of the debt of the Town.

Ninth: That an additional tax of $1\frac{3}{4}$ mills be laid on the grand list of the town next to be completed, to pay the State tax laid on the Town of Canton by the general assembly of 1915.

At a special Town Meeting held July 21, 1916, the following vote was passed:—

That the Selectmen and Treasurer be and are hereby authorized to borrow a sum of money not to exceed \$10,000.00 at a rate not to exceed $4\frac{1}{2}\%$ per annum, to meet the current expenses of the town.

13. The Annual Town Business Meeting.—Each town is required by law to hold its annual town business meeting on the same date as noted for the annual town election. However, the business meeting may be adjourned from time to time as the convenience or interests of the town require.

The town business meeting is held in the townhall. When the qualified voters of the town have assembled at the appointed time and place, the first selectman calls the meeting to order and asks for nominations for moderator. He puts these nominations to vote. As soon as the moderator is appointed the meeting is given into his hands and the town clerk reads the call or warning for the meeting. Business is then carried on according to parliamentary rules.

The moderator is given, by law, ample power to preserve order, and if necessary may exercise the same authority as a constable or sheriff in commanding needed assistance. Some towns require the moderator who presides at the annual town election to take charge at the annual town business meeting.

Every legal voter has a right to be present, to make motions, to discuss, and support them by his vote.

Every motion that is made and seconded in the proper manner may be fully discussed by rich and poor, and when the discussion is ended a vote is taken, usually by *viva voce*; that is, those favoring the motion say *aye*, and those opposing *no*.

In the town business meeting, qualified women voters may take part in connection with school questions only.

The matters that usually come up at the annual town business meeting and which are decided by *viva voce* are as follows:—

1. Minutes of the last meeting are read by the town

clerk and approved, or corrected if need be, or modified and finally approved or rejected.

2. Reports of the town officers for the previous year are read and passed on.

3. Any unfinished business may be taken up.

4. Matters mentioned in the warning or call for the meeting may be taken up somewhat as follows:—

a. Necessary appropriations.

b. Rate of taxation.

c. Construction and repair of roads and bridges.

d. Provision for the town poor.

e. Provision for schools.

f. Provision for public health.

g. Matters relating to the assessment and collection of taxes and the borrowing of money.

h. Legislation for the general interests of the town, by the passing of *by- or town-laws*.

Some examples of *by- or town-laws* are as follows:—

The town may establish one or more poorhouses.

May pass laws with respect to the taking of birds.

May pass laws controlling gambling within the town.

May pass laws as to truants.

May pass laws respecting the removal of snow and ice from sidewalks.

No *by- or town-law* is legal if it conflicts in any way with county, State, or national statutes.

The town may impose no punishment greater than twenty-five dollars fine, and thirty days in jail, on one count, as a penalty for breaking a *by-law*, unless the State statutes expressly allow it. There may be more than one count.

14. Special Town Business Meetings.—Special town meetings may be called whenever the selectmen think it necessary, or on written application of twenty inhabit-

ants qualified to vote in town meeting. The special meetings are conducted in the same manner as the annual town business meetings, except that there are no annual reports to consider.

COUNTY, STATE, AND NATIONAL ELECTION

15. The November Elections.—On each even year, on the Tuesday next after the first Monday in November the election of the following town, county, State and national officers is held in each town of the state.

State Officers:

Governor.
Lieutenant Governor.
Secretary of State.
State Treasurer.
Comptroller.
State Senator.
State Representative.
Attorney General.

National Officers:

United States Senator for six years.
Representative in Congress for two years.
Electors for President and Vice President, once in four years.

County Officers:

County Sheriff, once in four years.

District Officers:

One or more towns may unite for a probate district, and vote for a Judge of Probate. The intention years ago was to have a Judge of Probate for each town, but later this was found unnecessary, except in large towns.

Town Officers:

Justices of the Peace.

NOTICE

ELECTORS MEETING

The Electors of the TOWN OF FARMINGTON, are hereby warned, that an Electors Meeting will be held in the

TOWN HALL in the FIRST Voting District

And in the

TOWN HALL in the SECOND Voting District

ON

TUESDAY, NOV. 7, 1916

TO VOTE FOR

Presidential Electors, State Officers, a Senator in Congress from the State of Connecticut, Representative to Congress from the 1st District of Connecticut, Judge of Probate, Senator and Representatives to the State Legislature, and Justices of the Peace.

Polls in each Voting District shall be opened at 6 A. M. and closed at 5 P. M.

C. BRANDEGEE, Town Clerk.

Farmington, Conn., Oct. 28th,

NOTICE OF NOVEMBER ELECTORS' MEETING.

All election expenses for all candidates for office, town, county, State, and national, must be kept and filed, so that all may know how much money was expended. This is to prevent people from trying to buy an election to office.

16. Method of Voting for a President and Vice-President.—The voters of a town do not vote directly for a President or Vice-president, but for other men called electors, or presidential electors, who vote directly for President and Vice-president. For President and Vice-president each State elects as many electors as it has representatives and senators in Congress. At the November election, once in four years, votes are cast in each town for these presidential electors. The presidential electors elected meet at the capitol in Hartford on the second Monday of January following their election, and vote directly for President and Vice-president of the United States. The votes are counted and the result is sent to Washington to the President of the Senate. This is done by all the States. The presidential candidate having the most votes from the electors from the several States is elected. The same is true for Vice-president.

17. Methods of Voting.—The Australian ballot, so called from the place of its origin, is now in general use throughout the United States. Names of all candidates for town, county and State are printed on an official ballot, sent out by the State and never allowed to leave its possession, except when being marked by the voter. The voter after entering the polling place, receives a ballot from the election officers, retires into a booth, and there marks a cross in front of the name of each candidate for whom he desires to vote, or votes a "straight" ticket by putting a cross in a circle under the party emblem or name. The original Australian ballot placed the party emblem as well as the party name at the head of the list of names for each respective party. This made it pos-



THIS BALLOT SHALL BE MARKED WITH A PENCIL, HAVING BLACK LEAD.
TO VOTE A STRAIGHT TICKET, MAKE A CROSS-MARK "X" WITHIN THE CIRCLE ABOVE ONE OF THE PARTY COLUMNS.

IF THE COLUMN SO MARKED IN THE CIRCLE FOR A STRAIGHT TICKET DOES NOT CONTAIN THE NAMES OF CANDIDATES FOR ALL OFFICES FOR WHICH YOU ARE ENTITLED TO VOTE OR THE NUMBER OF NAMES OF CANDIDATES FOR ANY OFFICE EQUAL TO THE NUMBER FOR WHOM YOU ARE ENTITLED TO VOTE, YOU MAY WRITE, IN THE SPACE IN SAID COLUMN DESIGNATED FOR SUCH OFFICE AND CONTAINING THE WORDS "NO NOMINATION," THE NAME OF ANY PERSON FOR WHOM YOU DESIRE TO VOTE FOR SUCH OFFICE OR MAY PLACE A CROSS-MARK "X" IN THE VOTING SPACE AT THE LEFT OF THE NAME OF ANY CANDIDATE FOR SUCH OFFICE APPEARING IN ANY OTHER PARTY COLUMN.

TO VOTE FOR A PORTION ONLY OF THE CANDIDATES WHOSE NAMES APPEAR IN ANY ONE PARTY COLUMN, OR TO VOTE A SPLIT TICKET, THAT IS FOR CANDIDATES OF DIFFERENT PARTIES, MAKE NO CROSS-MARK "X" IN ANY CIRCLE AT THE HEAD OF THIS BALLOT BUT MAKE A CROSS-MARK "X" BEFORE THE NAME OF EACH CANDIDATE FOR WHOM YOU VOTE, AND YOU MAY ALSO WRITE IN THE SPACE IN THE "BLANK COLUMN" DESIGNATED FOR THE OFFICE, THE NAME OF ANY PERSON, NOT PRINTED ON THE BALLOT, FOR WHOM YOU DESIRE TO VOTE FOR SUCH OFFICE.

IF YOU WISH TO VOTE A SPLIT TICKET FOR SELECTMEN, DESIGNATE YOUR CHOICE FOR FIRST SELECTMAN BY PLACING THE FIGURE "1" IN THE VOTING SPACE AT THE LEFT OF SUCH CANDIDATE'S NAME AND PLACE A CROSS-MARK "X" IN THE VOTING SPACE AT THE LEFT OF THE NAME OF THE OTHER CANDIDATE FOR SELECTMAN FOR WHOM YOU VOTE.

ANY OTHER MARK THAN THE CROSS-MARK "X" USED FOR THE PURPOSE OF VOTING (OR THE FIGURE "1" USED FOR THE PURPOSE OF DESIGNATING CHOICE FOR FIRST SELECTMAN) WILL RENDER THIS BALLOT VOID.
IF YOU TEAR, DEFACE, OR WRONGLY MARK THIS BALLOT, RETURN IT AND OBTAIN ANOTHER.

|  REPUBLICAN |  DEMOCRATIC | BLANK COLUMN |
|--|--|--|
| ASSESSORS FOR THREE YEARS LEWIS B. TUCKER | ASSESSORS FOR THREE YEARS FRANK O. OSBORNE | ASSESSORS FOR THREE YEARS |
| TO FILL VACANCY FOR TWO YEARS OLIVER H. ROBERTSON | TO FILL VACANCY FOR TWO YEARS NO NOMINATION | TO FILL VACANCY FOR TWO YEARS |
| BOARD OF RELIEF JAMES SIMPSON | BOARD OF RELIEF EDWARD F. PRIOR | BOARD OF RELIEF |
| SELECTMEN WILLIAM J. JOHNSON | SELECTMEN WILLIAM G. HART | SELECTMEN |
| CHARLES H. CALDER | FREDERICK S. SPENCER | |
| AUDITOR FREDERICK L. BENZON | AUDITOR FRANK O. OSBORNE | AUDITOR |
| GRAND JURORS STANLEY S. OWILLIM | GRAND JURORS MINTON A. MORTON | GRAND JURORS |
| SCHUYLER P. WILLIAMS | ALBERT H. DEBBES | |
| COLLECTOR OF TAXES WILLIS J. HEDGECOCK | COLLECTOR OF TAXES EMERSON D. SPELMAN | COLLECTOR OF TAXES |
| CONSTABLES PHILIP MARINO | CONSTABLES JOHN E. CONLOW | CONSTABLES |
| HENRY T. DAVID | CORNELIUS DOWNING | |
| CARL W. ANDERSON | ALBERT E. STUBBS | |
| JOHN W. FRASE | GASTANO CASABELLO | |
| REGISTRAR OF VOTERS ISAAC F. NEWELL | REGISTRAR OF VOTERS ALFRED D. CADY | REGISTRAR OF VOTERS |
| TOWN SCHOOL COMMITTEE LEWIS S. MILLS | TOWN SCHOOL COMMITTEE HENRY T. WALSH | TOWN SCHOOL COMMITTEE |
| LIBRARY DIRECTORS FOR THREE YEARS FREDERICK L. GRANT | LIBRARY DIRECTORS FOR THREE YEARS WILLIAM FORAN | LIBRARY DIRECTORS FOR THREE YEARS |
| TO FILL VACANCY FOR TWO YEARS GEORGE A. CASE | TO FILL VACANCY FOR TWO YEARS NO NOMINATION | TO FILL VACANCY FOR TWO YEARS |

SAMPLE BALLOT.

sible for a voter who could not read to vote the party ticket he wished. Since the requirement to read has become general several States omit the party emblem from the head of the ticket.

Voting-machines have been tried with success in many parts of the country. Their operation is very simple: the voter enters a booth containing a machine and pulls a knob opposite the name of each candidate for whom he desires to vote, or may vote a straight ticket. The machine records the total vote cast and the number of votes each candidate has received, thus preventing any question of fraud in counting the ballots. The expense of the machines has been the chief objection to their general use.

18. Value of Secret Ballot.—Under the Australian ballot system or by the use of voting machines, no one can tell for whom a man votes, and thus the opportunity for bribery is greatly lessened by uncertainty in regard to delivering the vote. Ballots marked for identification cannot be legally counted. Men employed by large concerns cannot now be required to vote for certain men, or lose their positions.

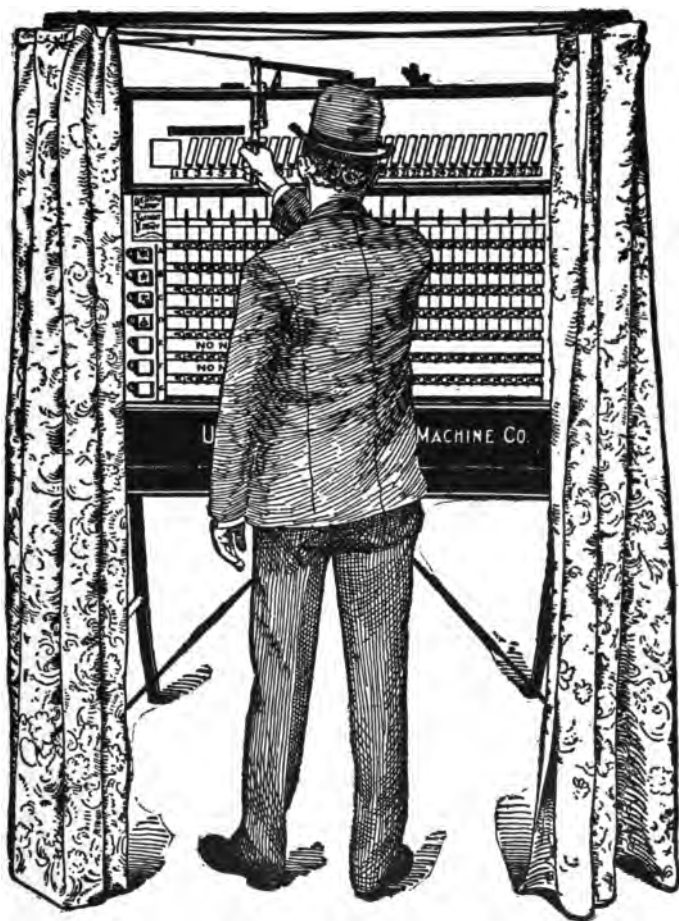
19. Duties of Town Officers.—Town Clerk. In addition to the duties connected with the town meeting, the town clerk has the following:—

1. To record and certify to all votes cast during presidential, congressional, State, county, and town elections, and to make a certified return of these to the proper State authorities.

2. To record the certified list of the legal voters of the town each year.

3. To preserve the ballot boxes sealed for six months after each election.

4. To record in proper books in his office deeds, mortgages, liens, and executions on real estate and personal



A VOTING-MACHINE.

property, keeping a complete record of the title and incumbrances of all lands in the town.

5. As Registrar of Vital Statistics, to record all births, deaths, and marriages.

6. As Registrar of Vital Statistics, to grant marriage certificates, burial permits, birth certificates, and record divorce cases, and the adoption of children.

7. To grant dog licenses and hunters' licenses.

8. To keep record of many other town and legal instruments, assist other town officers in all matters of records, and, in general, have full charge of all town records.

9. To give, with the selectmen, warnings for the town meetings.

10. The tax lists of the town are deposited in the office of the town clerk and he is required to correct them as directed by the board of equalization.

11. He is required to give bond for the faithful discharge of his official duties.

12. He must affix the official town seal, provided by the town, to each certificate and copy of record.

13. The clerk serves two years. He takes office on the first Monday in January following the October election.

20. Town Treasurer.—His duties are:

1. To give security to the town in the form of a bond.

2. To receive all money collected in the name of the town from taxes or other sources, including the fines and forfeits collected for the town by the justices of the peace.

3. To pay out from this money, only on the orders of the selectmen, or the town school committee, if the town have town management of schools.

4. To keep an accurate account, and to give a detailed report at the annual town meeting.

21. Selectmen.—There may be three, five, seven, or nine of these as the town wishes. Usually there are three. The first selectman, in the absence of a special appoint-

ment is *ex-officio* agent of the town in the management of its affairs.

The selectmen have the general management of all town affairs, with the single exception of the schools, which are managed by a town school committee, or a board of school visitors. Among the numerous duties of the selectmen are the following:—

1. To lay out and repair highways and bridges, build and keep in repair all buildings needed for the town's use, purchase and care for all town property.

2. To adjust and settle all claims against the town, and draw orders on the treasurer for payment.

Note:—The selectmen cannot borrow money in the name of the town unless authorized at town meeting.

Note:—In towns where there is a town school committee, this committee may adjust and settle all bills pertaining to repairs and maintenance of school property and the regular bills incurred in the running of the schools.

3. To provide ballot boxes, booths and rooms for all elections in the town.

4. To cause an annual enrollment of the militia within the town.

5. To care for the paupers, neglected children and orphans. To relieve those in distress, provided they have no friends or means.

6. To secure sufficient bond for the town treasurer.

7. To appoint two or more persons to perambulate the bounds of the town once in five years and make sure that the boundary line is accurately and plainly marked.¹

8. To appoint special constables to guard public meetings if it seem necessary, or town buildings; to prevent dangerous or illegal auto practices, and to prosecute tramps found in the town.

¹ The selectmen usually do this themselves.

9. To grant licenses to pool room and bowling alley proprietors, to moving picture concerns, and to auctioneers.

10. To maintain guide posts, and warning signs, along the highway within five hundred feet each way from each school building.

11. To procure a flag, when needed, for each school building in town, and for the town hall.

12. To fill vacancies in town officers until next election.

13. To appoint the following subordinate town officers:

Tree Warden.

Fire Warden.

Dog Warden.

Sealer of Weights and Measures.

Jurors.

Special Constables.

14. To make an annual report at the town meeting.

15. To appoint overseers for people incapable of managing their own affairs.

16. They may abate the taxes of the very poor.

17. They shall, by law, be overseers of the poor.

18. When questions of importance arise, and the selectmen are in doubt as to the wishes of the voters, they may call a special town meeting and ask for instructions.

19. If twenty legal voters sign a petition for a certain object, a special town meeting must be called, that the vote of the town may decide for or against it.

20. The selectmen may call a special town meeting to explain why a vote of the town has not been carried out and to ask that the matter be passed upon again and rescinded or re-affirmed.

21. The selectmen, with the town clerk, act as a "board" to pass upon the qualifications of those who have applied to be made voters.

22. Constables.—Among the chief duties of constables are the following:—

NOTICE!

The BOARD of SELECTMEN and
TOWN CLERK of the Town of
FARMINGTON, will meet for the

ADMISSION OF ELECTORS
at the Town Hall 1st and 2nd Voting
Districts, on the following days.

FIRST VOTING DISTRICT. SECOND VOTING DISTRICT.

Fri. Oct. 20, ^{From 9 A. M.}_{to 5 P. M.} Sat. Oct. 21, ^{From 9 A. M.}_{to 5 P. M.}
Thu. Oct. 26, ^{From 9 A. M.}_{to 1 P. M.} Thu. Oct. 26, ^{From 1 to}_{5 P. M.}
Fri. Oct. 27, ^{From 9 A. M.}_{to 1 P. M.} Fri. Oct. 27, ^{From 1 to}_{5 P. M.}

AND IF NECESSARY

First District, Monday, Nov. 6, 9 a. m. to 1 p. m.

Second Dist. Monday, Nov. 6, 1 to 5 p. m.

For the admission of those persons whose qualifi-
cations had NOT MATURED ON said 27th day
of OCTOBER, AND FOR NO OTHER PURPOSE.

A. R. Wadsworth. Selectmen,
F. E. Moses, town of
G. A. Lawson, Farmington.

C. BRANDEGEE, Town Clerk.

Farmington, Conn.; October 12.

NOTICE FOR ADMISSION OF ELECTORS.

1. To furnish a bond payable to the town.
2. To arrest all persons charged with crime, and to lodge such in the town lock-up or jail pending a hearing or trial.
3. To serve all warrants and writs issued by the justice of the peace and such as are sent them by the court of common pleas¹ or by the superior court.
4. To summon witnesses and, often, jurors.
5. In towns where there is no police, they may perform police duty.
6. May command, when necessary, any person to assist them in their duties.
7. In many cases may make arrest without a warrant, e. g., any person for any illegal act, when found in the act, or on the speedy information of others.
8. May call to their aid the county sheriff, when necessary.

23. Tax Collector.—1. The tax collector must give bond, with security, to the town.

2. After receiving a warrant, signed by the justice of the peace, directing that he collect the taxes for the town in a prescribed time, and pay the amount collected to the town treasurer, he takes the tax list as made out by the assessors, revised by the board of relief, and corrected by the town clerk, and gathers the money from the people.

He usually announces his intention of being in a certain place at a certain time to collect taxes due in that vicinity, and such a notice states that, after a certain date, interest will be charged on all taxes not paid.

3. In the case of a delinquent taxpayer, the collector may seize property which, in his opinion, will pay, when

¹ The court of common pleas is the lower county court. This has been established in the larger counties only, to relieve the superior court.

sold, the tax and costs; said sale to take place after a public notice has been given.

The taxpayer has the right of redemption, which is the paying of the tax, interest and costs.

4. The collector may cause the arrest of any person who fails to pay his personal tax. This is two dollars per year.

5. The collector pays all money collected to the town treasurer, and takes a receipt.

6. A tax collector may be paid a salary or receive a commission on the money collected. This is according to the wishes of the town.

$1\frac{1}{2}\%$ is a common per cent for collecting taxes.

24. Grand Juror.—The duty of a Grand Juror consists in hearing and investigating all cases of crime reported to have been committed within the town limits, and to thereafter appear before a justice of the peace, praying that the offender or offenders be brought to trial, and duly punished. If the justice of the peace issues warrants for arrests, the constable makes the arrest, and the Grand Juror appears to prosecute. He may summon and examine witnesses, and may compel them to testify in the same manner as at court. He may be assisted by an attorney at law.

Among the things that a Grand Juror may enter complaint for are the following:

1. Fast driving on a posted bridge.
2. Three or more persons loitering on or blocking the highway or walk.
3. The use of obscene language.
4. He may request that wayward or idle girls be sent to reform school.
5. He may notify landowners to cut wild carrots or Canada thistles.
6. He may complain of all other illegal acts that come to his attention.

ASSESSORS' NOTICE

All persons residing in the Town of Farmington liable to pay taxes are hereby notified to return to the ASSESSORS on or before the

First Day of November

A Written or Printed List, properly sworn to, of all taxable property owned by them on the First Day of October, 1915. Those failing to make such List will be charged a penalty of 10 percent additional according to Law. Blanks may be obtained from the Assessors or at Town Clerk's Office.

THE ASSESSORS WILL BE AT THE

Town clerk's office

Tues. Oct. 26,

Wed. Oct. 27,

Mon. Nov. 1,



Unionville town hall

Thur. Oct. 28,

Fri. Oct. 29,

Sat. Oct. 30,

from 9 a. m. to 4 p. m. each day to receive lists.

T. H. ROOT,

R. E. AYER,

G. E. TAFT,

Assessors.

Farmington, Oct. 14,

Faithful grand jurors are a great safeguard to the peace and safety of a town.

25. Assessors.—The assessors are required by law to prepare a list of all persons in the town liable to pay taxes, and to specify the value of the real and personal property of each person liable to taxation. To aid them in this, they have the authority to require all property owners in town to submit lists of their taxable property each year, and to make oath that these lists are correct. Wherever the assessors are in doubt or are not familiar with the property, they make personal inspection, and raise or lower the owner's estimate according to their judgment.

It is important that the assessors be men who know property value, and who are impartial in their estimates.

In some towns property is estimated at two-thirds value, in others at three-fourths and in others at full value. The tendency is to assess at full valuation and so have a lower tax rate. The rate varies from ten mills on the dollar in some towns to twenty or more mills on the dollar in other towns.

When non-resident property owners fail to make out a list within a specified time, the assessors make out the list for them, from the best information obtainable. When lists are not made out and passed in within the specified time the assessors may add a certain per cent.

The assessors, with the selectmen, make out a list of all male persons, who have not served in the army or navy or in the state militia, or fire company, between the ages of twenty-one and sixty. These are required by law in every town to pay a personal tax of \$2.00 each year.

When the assessors have completed the tax list, they deposit it with the town clerk.

26. Board of Relief.—The board of relief meets to examine the lists of the taxpayers soon after the assessors have finished their work. They may add to or deduct

NOTICE

BOARD OF RELIEF

**The Board of Relief of the Town
of Farmington will be in session at the
TOWN CLERK'S OFFICE**

**February 1, 2, 8, 15, and 29,
and on the following dates at the
UNIONVILLE TOWN HALL**

Feb. 4, 11, 18 and 25, 1916.

**All persons feeling aggrieved by
their assessment must appear before
one of the above meetings.**

**D. W. North,
W. H. Deming,
F. A. Cadwell,**

BOARD OF RELIEF

FARMINGTON, CONN., JANUARY 18,

from a list, as in their judgment seems proper, and with or without a complaint from the taxpayer. Persons feeling aggrieved by the assessors have the right to appear before the board of relief and ask to have the estimated value of their property made less. If these aggrieved persons fail to appear when the board of relief is in session they must pay the taxes assessed, or go to law. Those who have served in the army or navy during war may be exempt in the assessment of taxable property to the amount of \$1000, also, all blind persons to the amount of \$3000.

27. Property not Taxed.—All State, national, county, and town property is not taxed. No public school building is taxed. Colleges, academies, cemeteries, and churches are not taxed. Fire engines and buildings for housing same are not taxed. Land planted to trees, under certain conditions, is not taxed for a period of several years.

28. Registrars of Voters.—There are two registrars of voters for each voting district in a town. As soon as elected each registrar appoints an assistant registrar to act when he is unable or absent.

The registrars must examine the voting list, removing the names of all persons who have moved away or died since last election, or who are ineligible for any other cause. They, also, add the names of all who were previously admitted, who have gained, after absence, residence in the town again. They, also, add to the list under the title "to be made" the names of all persons who will be entitled to be made voters, provided such have made proper application, on or before the day of election.

There is a separate list for women.

The full voting list, as above described, must be completed, certified and deposited in the town clerk's office at least twenty days before election. It must, also, be posted in each voting district. If errors or omissions are found, the registrars may, at meetings of the registrars called for the purpose, make the proper corrections.

NOTICE!

**The Board of Selectmen and Town Clerk
of the Town of Farmington, will meet**

FOR THE

**ADMISSION of ELECTORS
AND WOMEN VOTERS FOR SCHOOL
PURPOSES**

Saturday, Sept. 23rd, 1916,

**Town Clerk's Office, First District,
9 A. M. to 3 P. M.**

**Town Hall, Second District
3 P. M. to 7.30 P. M.**

**A. R. WADSWORTH
F. E. MOSES
G. LAWSON,**

Selectmen

C. BRANDEGEE, Town Clerk

Farmington, Conn., Sept. 16,

NOTICE FOR ADMISSION OF ELECTORS AND WOMEN VOTERS

Previous to town meeting, the selectmen and town clerk hold meetings from time to time to "make voters" from the list "to be made" as certified by the registrars.

Some of the other duties of the registrars are as follows:—

1. To appoint a moderator, booth tenders, box tenders, checkers, counters, and one or more challengers.
2. To sign with ink the check list used by the official checkers, at the close of the election.
3. To be present at each election.

29. Auditors.—The law requires two auditors for each town. They examine, yearly, all the accounts, bills, vouchers, etc., of the selectmen, town treasurer or other town officers, and if found correct, so certify under oath. Their statement is usually printed in the town report.

30. Town School Committee.—All towns not containing a borough or city are required by law to have town management of schools. The schools of these towns are managed by a committee known as the town school committee. This committee may consist of three, six or nine members, male or female. The term of office is three years. If the committee consists of six or nine members one-third are elected each year. If the committee consists of three members, there is a full election each year, or every other year if the town so determine.

The committee is required by law to organize with a chairman and secretary. It may appoint one of its members as acting school visitor, or may appoint some other qualified person to act, under its direction, as superintendent of schools.

All the affairs pertaining to schools are directly under the control of this committee, in co-operation with the State board of education.



A 'BUS GATHERING CHILDREN AT THE CROSSROADS FOR TRANSPORTATION TO CENTRAL SCHOOL.

Among the duties of this committee are the following:—

1. To prescribe rules for the management of the schools, for the studies, classification, discipline, transportation, length of school day, term and year.
2. To prescribe books, subject to the approval of the State board of education.
3. To keep all school property in repair, and approve all plans for new school buildings.
4. To close small schools and have the pupils cared for in other ways if it seems to them best.
5. To hire, and examine, and approve teachers; also, grant certificates, and revoke same. The committee may discharge teachers.

6. To enumerate all children over four and under sixteen years of age in the town in September each year.

7. To make proper reports to the State and to the town. The report to the town is usually found in the town report, though many town school committees and boards of school visitors issue reports, yearly, separate from the annual town report.

31. Board of School Visitors.—In towns having a borough or city, the matter of town or district management of schools is left for local decision. If such towns continue the district system, the town school committee is called a board of school visitors. This board of school visitors resembles the town school committee of the towns with town management, in every respect, except that the following powers are, by law, delegated to the several committees for the respective schools:—

1. To hire teachers subject to the approval of the board of school visitors.

2. To keep the school property in repair and to build new buildings, if necessary.

32. Library Directors.—These may be elected in the same manner as the town school committee. Women are eligible. This board of library directors may make by-laws for the control of the library, provided such by-laws in no way conflict with the State laws. This board may expend, according to its best judgment, all money appropriated by the town or borough for the library, and shall have control of the library grounds, buildings, and rooms.

Each town library may receive money from the State. This money is to be expended for books approved by the State library committee.

33. Tree Warden.—The tree warden is appointed by the selectmen, and serves for one year. He may appoint

one or more deputy tree wardens to aid him. He may, also, remove them from office at pleasure.

All transplanted trees, and all other trees not less than six inches in circumference, measured two feet from the ground, within the limits of any public way, are public shade trees.

No public shade tree may legally be cut without the permission of the tree warden. He may prescribe regulations for the care and preservation of such trees, and may enforce these regulations by fines, not exceeding twenty dollars. The tree warden may, by law, cause any person to be fined from fifty to one hundred dollars for damage to any public shade tree.

34. Dog Warden.—The selectmen shall, annually, on or before the first day of April, appoint some person to be dog warden for one year. This appointment must be reported to the State commissioner of domestic animals.

The dog warden so appointed shall make diligent search and inquiry for the violation of any of the dog laws.

If the selectmen fail to appoint a dog warden, the commissioner of domestic animals may appoint one for the town.

35. Fire Warden.—The selectmen of any town shall, upon the request of the State forest fire warden, and with his concurrence, appoint a town fire warden who shall act for the term of one year under the instruction of said State fire warden.

The fire warden so appointed has full charge of all forest and brush fires in the town, and may call to his aid such help as is necessary. The help so called shall receive not more than thirty cents per hour for time actually employed. Often several towns are grouped under one fire warden.

36. Sealer of Weights and Measures.—The board of selectmen of any town may appoint and fix the fees of the town sealer of weights and measures.

Each town has a standard set of weights and measures. These are in the care of the town sealer of weights and measures. The town sealer of weights and measures has the authority to try, by the town standards, any or all of the weights and measures used in the town, and to destroy such as cannot be made to correspond with the standards.

Anyone in doubt as to the accuracy of any scales may consult the town sealer of weights and measures.

37. Choice of Jurors.—The selectmen annually, during the month of May, select from the legal voters of the town twice the number prescribed by law for jurors for said town. These men must be not less than twenty-five years of age, and must be of good character, approved integrity, sound judgment and fair education. The selectmen send this list of names, on or before the first Monday in June, to the clerk of the superior court for the county. These men, unless excused, may be called on for jury work for one year from the following September, in the superior court, court of common pleas, district court and courts of the justices of the peace. It is true that the justices of the peace seldom try a case by jury, even though the law permits them to so do. When a case is tried before a jury in any of these courts the jurors are drawn from these lists, as prepared by the selectmen.

38. Other Officers taking part in Town Affairs.—There are several other officers, not elected directly by the town or appointed by the selectmen, who take part in town affairs. Some of them have very responsible duties. The list of these officers with their duties is as follows:—

1. Health Officer.—A health officer for each town, except in towns where the limits of the borough or city are the same as the town limits, must be appointed by the county health officer for terms of four years. According to law, the town health officer so appointed shall have and exercise all the powers necessary and proper for preserving the public health and preventing the spread

of diseases. For this purpose he may quarantine people sick with contagious diseases, may close schools, and may make other necessary regulations.

2. Medical Examiner.—The county coroner appoints a medical examiner for each town. The medical examiner so appointed holds office at the pleasure of the coroner, and gives a bond of \$1000 to the coroner for the faithful discharge of his duties.

The medical examiner must be notified of any sudden, violent or untimely deaths, or of any death, the manner of which is not known.

If the medical examiner thinks that any death occurred under suspicious circumstances, he notifies the county coroner at once, and an investigation is made.

If there are no suspicious circumstances or evidence, the medical examiner permits the body to be delivered to friends of the deceased for burial.

3. Notary Public.—There is usually a notary public in each town, and often more than one. A notary public is appointed by the governor for a term of two years. A notary public so appointed may act anywhere in the state.

A notary public is empowered to administer oaths and take acknowledgments of deeds. He may draw up and witness wills and last testaments.

4. Judge of Probate.—Each county is divided into *probate districts*. A probate district may consist of one or more towns. The judge of probate for each district is elected at the biennial State elections, and serves for two years.

The chief duties of a judge of probate consist in the settling of estates of deceased people; in calling executors, administrators, trustees, guardians, and conservators to account for and concerning the estates entrusted to their care. This is very important work, as there are many who would be untrue to their trusts unless an account was required by someone in authority.

5. The Postmaster.—Wherever there is a postoffice, there is a postmaster. Some towns, like Prospect, are near a large city and all the mail is brought from the city by rural carriers. In such cases there is no local or town postoffice and no postmaster. In larger towns, where there are several villages, there may be two or three postoffices and two or three postmasters in one town.

All postmasters are appointed by the President of the United States and usually for terms of four years. The United States government may buy a building or build one in town for use as a

postoffice, but it usually rents a building, or a part of a building for postoffice use. The salaries of the postmaster, the clerks, and the carriers, are paid by the United States government.

The postmaster distributes all mail entrusted to his care, registers letters to guarantee their safe delivery, sells stamps and postal cards, and transmits money by means of postoffice money orders.

For rural districts mail is sent out by rural free delivery, and in large villages and cities by free delivery. Letters of special importance and haste may be registered, by an additional postage of ten cents, for special delivery. That is, the postmaster sends them out to their destination at once by a special carrier.

6. Superintendent or Supervisor of Schools.—Most towns in the State have some kind of supervision of their public schools. Most of the towns having twenty teachers or fewer are grouped by twos, or threes, or fours, under a so-called supervisor of schools appointed by the secretary of the State Board of Education, with the approval of the town or towns in which he is to work. The salary of such a supervisor is paid by the State. At present each supervisor pays his own traveling expenses, though some towns have met this expense. Supervisors under the above appointment have full charge of the organization, classification, discipline, and progress of the schools in their care, and are responsible for results. At present about one hundred towns have availed themselves of this so-called State supervision.

Towns having from twenty to thirty teachers may have State supervision, but pay one-half the salary of the supervisor, or more if necessary, as the State pays but \$800 toward supervision in towns having from twenty to thirty teachers. Larger towns and cities elect, or their town school committee, board of education, or board of school visitors elect, a superintendent of schools.

7. Justices of the Peace.—These are elected by the town at the biennial November election for terms of two years. Town civil and criminal cases are tried before a justice of the peace where the penalty is not greater than twenty-five dollars fine, or thirty days in jail, or both on any one count. Where more than this is involved, the case must go before the court of common pleas or the superior court. These last two courts are county courts.

39. Local or Town Court.—When two or more people of a town disagree in a serious manner, a hearing may be held before the justice of the peace; or if some member of

the community commits some offence against the law, this may come before the justice of the peace.

40. Process of Arrest and Trial in a Town Court.—

1. Someone sees or knows of a wrong done, and makes complaint to one of the grand jurors. This may be oral or in writing.

2. If he thinks the case serious enough to justify such action, the juror issues a formal complaint, signed by himself, and addressed to a justice of the peace residing in the town.

3. The justice to whom the complaint is addressed, if he thinks the complaint a sufficient one, issues a warrant for the arrest of the party complained against.

The warrant directs an officer (this officer may be a town constable, or a county sheriff or deputy) to bring the party before him or some other justice in said town.

4. The justice before whom the party is brought hears the case. The party accused may secure a lawyer, and the grand juror first bringing in the complaint may secure a lawyer at town expense.

The jurisdiction of the justice trying the case, except in special matters, as breaking of liquor laws, of auto laws, and the game laws, does not go beyond crimes for which the penalty is a fine of twenty-five dollars and costs, or thirty days in jail and costs, or both on any one count. There may be several counts.

5. When a case comes before the justice of the peace, and in his opinion the case merits greater punishment than he can inflict, the accused is bound over to the next term of the court of common pleas, or to the superior court, under such bond as the justice may direct. If the accused fails to furnish the bond he is sent to jail to remain until tried in court.

The justice court is the only town court that can take up

criminal cases, except in large towns like Manchester, where there is a town court.

41. Probate Court.—Probate courts do not try cases, out have jurisdiction in the following matters: —

1. All wills of deceased people must pass the probate court before they can become effective.

2. Probate courts must approve the adoption of children.

3. Must file and record all bonds given in connection with town officers.

4. Concur in sending children to industrial school or temporary homes.

5. Appoint conservators.

6. Pass on cases of bankruptcy.

7. Appoint trustees.

8. Settle estates.

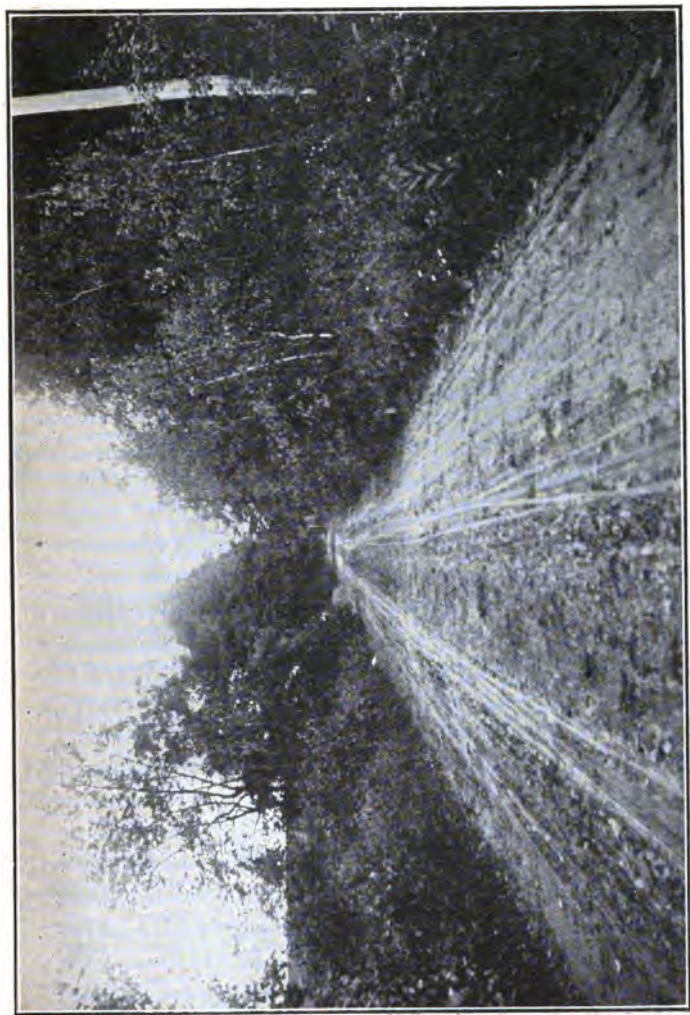
9. Appoint guardians.

10. Call to account those in charge of the estates of deceased people.

42. Town Property.—In every town there is certain property called public or town property. This is owned by and belongs to the town, and is not taxed. The usual town property is as follows: town hall, jail, roads and bridges, tools for working the roads or repairing bridges. The poorhouse may be owned by the town, or may be rented by the town. The postoffice may be owned by the national government, but is usually placed in some rented space.

BOROUGH AND CITY GOVERNMENT

43. The Borough.—Often one part of a town, by reason of special advantages, may grow faster than the rest and become a village. Where people live close together, many questions are apt to rise that concern the village



A COUNTRY ROAD.

much more intimately than the rest of the town. They need conveniences such as waterworks, sewers, gas and electric lights, sidewalks, pavements, parks and better streets than the usual country roads. They need protection from fire, disease and disorder. Those who would be benefited by such improvements are usually willing to pay an extra tax to secure them, while those who live in the more thinly settled parts of the town do not need them and may object to a larger tax. For this reason as well as others, many village communities in the State have petitioned the State legislature for a special charter giving them permission to set up a village or borough government. Such charters are called borough charters.

44. The Borough Charter.—This is a written or printed paper giving the voters, within the area of the village (often a larger area is included), the right to levy upon themselves a tax in addition to that laid by the town, and to spend money for a great variety of purposes such as people living in villages are likely to approve.

The charters of different villages vary in their details, but uniformly grant power of taxation, and provide for the election of officers to carry on the government of the borough within its area. Usually a borough court is established, though sometimes the judicial business of the borough is cared for in the courts of the justices, the proceeds of fines and forfeits being paid into the treasury of the town.

45. The Officers of the Borough.—These are elected at an annual borough meeting similar to a town meeting. There is no fixed date on which all boroughs shall hold their annual elections, but each borough holds its annual election according to the date given in its charter. In 1916 there were twenty-three boroughs in Connecticut as follows:—Bantam, Bethel, Branford, Colchester, Danielson, Fair Haven East, Farmington, Fenwick, Greenwich,

Groton, Guilford, Jewett City, Litchfield, Naugatuck, New Canaan, Newtown, Ridgefield, Southington, Stafford Springs, Stonington,¹ Torrington, Wallingford and Woodmont Association.

The following officers are usually elected annually in each borough. Their duties in the borough are similar to the corresponding town officers in a town.

One Warden.

Two to six Burgesses.

One Clerk.

One Treasurer.

One Collector.

One or more Sheriffs or Bailiffs.

Two Assessors.

Two Auditors.

In some of the larger boroughs the following additional officers are elected:—

Sewer Commissioner.

Water Commissioner.

Fire Chief.

Registrar of Voters.

Wood Inspectors.

Street Inspectors.

Library Directors.

Tree Warden.

Board of Relief.

The warden is the chief executive officer of the borough, and presides at the meetings of the voters and of the burgesses. He is authorized to maintain the peace of the borough, and may appoint policemen and other subordinate officers. The Board of Warden and Burgesses is the legislative body for the borough, and makes and proclaims the laws by which it is to carry out the provisions

¹ Stonington is the oldest borough in the state. It secured its charter in 1801.

of its charter. In some boroughs the borough laws must be approved by the voters of the borough, but usually these are left to the Board of Warden and Burgesses.

Inasmuch as the borough is part of the town in which it is located, it is governed in purely town matters by the town. If any of its laws conflict with the town, county, or State laws in any other manner than as approved by the charter, such laws are void and of no effect.

46. Borough Court.—In a borough the sheriff or bailiff is the police justice for the borough and has powers corresponding to the justice of the peace in town government, including the calling of a jury to aid him in the trial of offenders.

THE CITY

47. The City.¹—It often happens that boroughs continue to increase in population. The larger the number of people living in close proximity, the more complex becomes the task of government: more officers are required, more local laws are needed, more details of administration demand expert supervision. While the government of a borough or small city may be comparatively simple, that of a large one is very complex.

48. Cities of Connecticut.—In 1916 there were the following nineteen cities in Connecticut—New Haven, New London, Hartford, Middletown, Norwich, Bridgeport, Waterbury, Meriden, New Britain, Danbury, Rockville, Ansonia, Derby, Norwalk, Stamford, Willimantic,

¹ It is impossible to describe here all the varieties of city government in the State. The statements in the text will give the pupil the general plan of city administration. Pupils living in a city should be required to study in this connection the government of that city. Copies of the charter or law under which it is organized may usually be obtained from the city clerk.

More than half the people in Connecticut are living in cities.



A CITY STREET, MAIN STREET, HARTFORD, CONN.

Putnam, Bristol, Shelton. Shelton was a borough from 1882 to 1917, when it became a city.

49. The City Charter.—Each city is incorporated by a special act of the General Assembly. This act, which contains many closely printed pages, is the charter of the city, and contains a detailed enumeration of the powers conferred upon the city and of the way in which it may proceed in the conduct of municipal affairs. No two cities in the state have exactly the same form of charter, and cities that are growing rapidly frequently apply to the General Assembly for amendments conferring added power or embodying some change that experience has proved desirable. There is a similarity, however, in the main features of all the city governments.

50. The Government of the City is in three departments—legislative, executive, and judicial—like that of the State. The legislative power is vested in a council made up of the board of aldermen and board of councilmen; in the larger cities these are elected by wards or subdivisions of the city made for convenience in administration, but in some of the smaller cities they are elected “at large” or on a general ticket, while a very few cities have a council composed of but one board. The executive department always has at its head the mayor. Associated with him are the city clerk and city treasurer, who are elected by the voters, and a large number of other officials mostly appointed, who are charged with the care of the streets, waterworks, police, parks, public health, fire department and the like. The judicial department includes the city and police courts, with their judges, prosecuting attorneys and subordinate officers. The city provides a building, known as the city hall, for the use of its officials and the convenience of its citizens who have business to transact with them.

51. The Mayor is the chief executive officer of the

city. He is usually elected for a term of two years. He presides over the meetings of one board of the city council, but has no vote. Once a year he presents to the council a message concerning the condition of the city, its finances, and the several departments of its government, and recommends such measures as he deems necessary and expedient. He appoints certain city officers subject to the approval of the council. The mayor may veto any bill passed by the council that he does not approve, and in such a case the council has to pass the bill again before it can become a law. The mayor is required to see that the laws of the city are properly enforced, and he is responsible for the good order of the city.

52. The Council is the legislative department of the city; it is organized much after the manner of the General Assembly of the State, and has clerks, standing committees, and rules of procedure adapted to the intricate nature of its work. It has authority to make all laws necessary for the local government of the city. These laws are called ordinances, and must not conflict with the laws of the State or of the United States. The council determines the amount of money necessary for the support of the different departments of the city government from estimates made by those in charge of them. It also fixes the rate of taxation, and apportions to each department the amount of money needed to defray its expenses.

53. Administrative Boards.—In the larger cities the direct control of several branches of the city's business is frequently vested, not in the mayor and council, but in administrative boards appointed by them. In this way the city can secure the skill and judgment of its ablest business men in the direction of its affairs. The board of fire commissioners has charge of the fire department, with its chief and assistant engineers, superintendent, and all paid employés, together with the apparatus and fire-alarm

system. The board of police commissioners is responsible for the efficiency of the police department with its chief, captains, lieutenants, sergeants, and patrolmen. The board of street commissioners controls the maintenance of existing streets and the opening of new ones, appoints a superintendent, foreman, and assistants, and may exert a great influence in increasing the beauty, convenience, and cleanliness of the city. The boards of water commissioners, sewer commissioners, health commissioners, park commissioners, etc., are responsible for the administration of their respective departments, and may do much to increase the welfare of the citizens.

54. The Officers of a City.—The following is a list of the officers found in most Connecticut cities. All cities are not organized alike in Connecticut; so several exceptions are found.

Mayor.

Aldermen.

Common Council.

City Clerk.

City Collector.

City Treasurer.

City Auditor.

City Engineer.

City Solicitor.

City Physician.

Superintendent of Public Buildings.

Police Commissioners.

Fire Chief.

Assessors of Taxes.

Board of Charities.

Board of Health.

Board of Registrars of Voters.

Sealer of Weights and Measures.

Park Commissioners.

Water Commissioners.

School Committee.

55. City Courts.—The charter given each city provides for city courts, and judges, before whom those accused of breaking city laws may be taken for trial, and sentence, or acquittal. The city courts act as agents for the State, and try persons accused of lesser crimes against the State. They have, also, all the powers of the town justice courts and the borough police courts.

THE COUNTY

56. The County.—In the New England States the county is a division of less importance than in the other States of the Union. In Connecticut the work of the county government is largely administrative; there is no legislative department; and in the judicial department, the courts of common pleas and the superior court differ in many respects from the county courts of the middle and western States.

Connecticut has eight counties, as follows:—Hartford, New Haven, New London, Fairfield, Windham, Litchfield, Middlesex, and Tolland. For the proper conduct of its business, each county has suitable buildings for its courts, jails, and offices. The place where these are located is called the county-seat, and it is usually the most accessible, or the most nearly central town in the county.

57. County Officers.—The officers of a county are as follows:—

County Commissioners.

County Treasurer.

County Sealer of Weights and Measures.

State's Attorney.

Clerk of Courts.

Prosecuting Agents.

County Auditors.

Sheriff.

Coroner.

County Health Officer.

Fish and Game Warden.

The only county officer elected directly by the people of the county is the county sheriff.

58. The County Commissioners.—The principal administrative power of the county in civil affairs is vested in the county commissioners. These are three in number, each appointed by the General Assembly for a term of four years. They have extensive powers, enabling them to care for the varied interests of the county. Each commissioner is required to give a bond of \$10,000 for the faithful discharge of the financial obligations of the office. They have charge of the erection and repair of all county buildings; they manage and care for all property belonging to the county; buy and sell real estate in behalf of the county; grant licenses¹ for the sale of spirituous liquors; are responsible for the management of the county home for dependent and neglected children; upon certain conditions may discharge prisoners from the county jail; and may compel towns to maintain good highways. The commissioners are required to submit annually to the Secretary of State a report concerning the jail and prisoners, and to file with the Secretary of State and the clerk of the superior court an account of the receipts and expenses of the county for the year.

59. The County Treasurer.—The county treasurer is appointed by the county commissioners for a term of two years, and is required to give bond for \$10,000. It is his

¹ Five per cent of the license fee goes to the county, and the rest is paid over to the town in which the license is given. No license for the sale of spirituous and intoxicating liquor can be granted in towns that vote to have "no license."

duty to keep an account of the receipt and expenditure of the county revenue, and to pay out money on the lawful order of the county commissioners.

60. County Sealer of Weights and Measures.—The commissioners of each county appoint for terms of five years a sealer of weights and measures. He gives bond of \$1000. He shall, at least twice a year, and as much oftener as he may deem necessary, see that the weights and measures, and all apparatus used in the county, including those under the care of city, borough or town sealers of weights and measures are correct. He may examine and test, without warrant, the measures and weights used in any store or place of business in the county. He may measure or weigh any articles or merchandise bought or sold in the county. He may cause prosecution of any parties whose weight or measure does not conform to the standard.

61. The State's Attorney.—An attorney duly admitted to practice in the courts of the State, is appointed in each county as State's attorney by the judges of the superior court. He holds office for a term of two years, and is required to give bond for \$3000. It is the duty of the State's attorney to prosecute on behalf of the State in any court of the county having jurisdiction, except the justices' courts, all persons charged with crimes or misdemeanors in the county; he may also bring suit in the courts to prevent the misappropriation of county funds, to prevent infringement of the banking laws, to collect forfeited bonds and bail, forfeits from railroads for discrimination in rates, and forfeits from manufacturers for violation of the factory laws. He is authorized by law to prosecute many other suits, and to protect in certain cases the interests of the State. His salary varies in the different counties.

62. The Clerk of Courts.—The judges of the superior court appoint annually for each county a clerk of courts,

who is clerk both of the superior court and of the supreme court of errors in his county. It is his duty to receive and file all papers in suits in these courts; to enter in proper books all orders, decrees, judgments, and proceedings of these courts, to issue processes ordered by the courts, and to make a complete record of every case tried in either court. He signs orders for the county taxes; records liquor licenses, oaths of justices, and commissions of notaries; and has many other duties of a clerical nature.

63. Prosecuting Agents.—It is the duty of the county commissioners to appoint in each county one or more prosecuting agents, to inquire into and prosecute any violation of the laws relating to the sale of intoxicating liquors.

64. County Auditors.—On each legislative year the representatives and senators from each county meet by counties at two o'clock in the afternoon on the third Tuesday of January and appoint from their own number two auditors. These men so appointed hold office for two years and audit the accounts of the county commissioners, county treasurer, and county jailer.

At these meetings the representatives and senators from each county may make appropriations for the county jail, county seat, and courthouse, and lay tax on the towns of the county for county purposes. This tax is to be based on the grand list of the respective towns.

65. The Sheriff.—The sheriff ¹ is elected by the legal voters of each county for a term of four years; the election occurs in November, and he enters upon the duties of his office on the first day of June following. He is required to give bond for \$10,000, and has an annual salary of \$1000 and fees. He appoints a stated number of deputies

¹ The sheriff was in England an important officer long before the Norman Conquest (1066). He was the reeve or chief officer of the shire or county, and represented the king.

to assist him in various parts of the county, and is responsible for their official acts. With the approval of the county commissioners he appoints the county jailer. His duties are of three kinds:—

(1.) As a peace officer it is his duty to preserve the public peace by arresting all offenders against it—this he may do without warrant—and committing them for trial; he has power to summon to his aid such persons as he may think useful, that is, to call out a *posse comitatus*; when necessary he may, through the governor, call upon the militia for assistance in quelling riots, mobs, and other disturbances; when the State forces are not sufficient the governor may ask the assistance of the United States. The sheriff has charge of the county jail and is responsible for the safe keeping of the prisoners.

(2.) He must attend upon the courts when they are in session in the county; he has charge of prisoners on trial, of the jury, and of the witnesses; he carries out the sentence of the court in criminal cases, except when it involves capital punishment.

(3.) He is required to serve or deliver all writs and other processes given him by the courts in the county, except those issued by the justices of the peace. This includes among other things the arrest of persons, summoning of witnesses, execution of the judgments of the courts in civil cases, and when necessary the seizing and selling of the property of debtors against whom judgments have been issued.

The sheriff of Hartford county is required by law to perform certain services for the General Assembly and its committees.

66. The Coroner.—Upon recommendation of the State's attorney, the judges of the superior court appoint in each county a coroner to serve for a term of three years. The coroner furnishes a bond of \$3000. The coroner must

be "learned in the law;" he chooses a deputy and appoints a medical examiner in each town. Whenever a person comes to a sudden, violent, or untimely death, and whenever a person is found dead and the cause of his death is not known, the law requires that the fact be at once reported to the medical examiner of the town. If the medical examiner is satisfied that the death was not caused by any criminal act, omission or carelessness of another, he simply reports the case to the coroner for record. But if the medical examiner finds reason to believe that the death was caused by the criminal act, omission or carelessness of another, or if it was attended with suspicious circumstances, he at once notifies the coroner, who proceeds to make an investigation. Frequently the coroner summons a "coroner's jury," consisting of six electors whom he chooses, and the jury investigates. If the jury finds that a crime has been committed, and names the person who, in its judgment, committed it, the coroner causes the accused person to be committed to jail to await trial by court.

67. The County Health Officer.—The judges of the superior court appoint in each county an attorney at law to act as county health officer for a term of four years. It is his duty to see that the laws relating to the public health are enforced, to supervise and enforce the registration of vital statistics, and to co-operate with the other health officers in his county. He has the powers of a grand juror in each of the several towns of his county in matters concerning the violation of the laws for the protection of the public health. He is required to appoint a health officer for each town, for a term of four years.

68. Fish and Game Warden.—The State Commissioner of Fisheries and Game, each two years, appoints a fish and game warden for each county. The county fish

and game warden so appointed has the power, without warrant, to arrest any person violating the fish or game laws in his county. He may, at reasonable hours and without warrant, search any place where he has reason to believe fish or game is unlawfully kept.

69. Agriculture.—Each county has an agent called county agricultural agent. He is appointed by the State Farm Bureau Association in co-operation with the directors, one from each town in the county. These directors are elected by the people of the respective towns. This is not a political matter.

70. The County Taxes.—At some time during the regular session of the General Assembly, the senators and representatives from each county meet by themselves and levy upon their respective counties a tax sufficient to raise the amount of revenue needed by the county government for the next two years. They may also make appropriations for extraordinary expenses, such as the erection of new buildings, purchase of land, or expensive repairs—all to be met by county tax.

71. County Courts.—There are, in the larger counties, two county courts, the court of common pleas and the superior court. All counties have a superior court. The court of common pleas is able to render judgment in all cases where the amount involved is not over one thousand dollars. This court has been established in the larger counties like Hartford and New Haven to relieve the superior court of so many small cases.

The court of common pleas has two lines of work (a) criminal and (b) civic. Some common pleas courts are empowered for civic cases only, some for criminal cases only, and some for both civic and criminal cases.

The county courts have jurisdiction in all matters of the county which are too large for the town, borough, or city courts.

72. County Buildings.—In every county there are at least three county buildings, as follows:—

| | |
|--------------------|---|
| County Courthouse. | } Sometimes a rented building is used for these purposes. |
| County Jail. | |
| County Home. | |

SUGGESTIONS IN CONNECTION WITH THE STUDY OF CHAPTER IV

SEPTEMBER

1. *THE TOWN*

a. Outline for Study.—

- Number of towns in the state.
- Origin of the word town.
- How towns were first started.
- How new towns were started.
- The parish.
- The powers of the town.
- The General Court and the Fundamental Orders.
- The first written constitution.
- The beginning of town records.
- Town rights.
- Laws a town may make.
- Town seal.
- Penalties for breaking town laws.
- Names and duties of the three departments of town government.
- Who may vote in Connecticut.
- Process of naturalization.
- Who may not vote in Connecticut.
- Process of registration.
- Caucus or nomination meetings.

b. Things to Do.—

Find the boundary line on the highway between your town and one or more adjoining towns.

Visit the oldest church or school building in your town.

Find where the town records of your town are kept and visit the place.

Get a copy of the voting list, and find the names of men you know.

c. Things for Note-book.—

Draw a map of State showing local county and home town.

Draw a map of your town showing roads, water routes, and steam and trolley lines.

Secure postcard pictures of the oldest church and schoolhouse. Paste these in your note-book.

Secure print of town seal, if possible.

Get copies of notices of caucus meetings. These may often be cut from local papers. Paste these in your note-book.

Cut from the local paper copies of the Registrars' notice.

Write in your book the names and nationality of several men who have been naturalized.

Write the names of three voters in your town.

Write the names of three who cannot vote for the following reasons:—

1. Under age.
2. Aliens.
3. Have been convicted of crime.
4. Are mentally deficient.

d. Words to Define.—

Village borough town parish voter
constitution will deed estate mortgage
compensation statutes fine election an-
nual biennial amendment electors ballot
naturalization citizen article of the constitu-

tion alien registration caucus voting
 district party city ward nominate sec-
 retary convention.

e. Reference.—

Preparing for Citizenship, pp. 6-7, Guitteau.

OCTOBER

2. THE ANNUAL TOWN MEETING

a. Outline for Study.—

Time of holding town meeting.

The warning.

The two parts of the annual town meeting.

Annual town election.

The polls.

Who provides voting places.

How the ballots are provided.

Duties of the registrars in connection with election.

Duties of the town clerk in connection with election.

Ballot for affairs other than the election of officers.

The counting of the ballots.

What becomes of the ballots.

What offices are filled at the annual town election.

What offices may be filled by appointment of the selectmen.

The annual town business meeting.

Where held.

How opened and conducted.

Who may be present.

Method of voting.

What part women may take in Connecticut politics.

Give the usual order of business.

Business that may properly come before the meeting.

Illegal town laws.

Special town business meeting.

When and how this may be called.

What business may be transacted at a special meeting.

b. Things to Do.—

Secure copies of the town meeting warning. (Pupils may be detailed to take pencil and paper and make written copy from town signpost if necessary.)

Secure sample ballots.

Teacher with the class may visit the annual business meeting, if arrangements can be made.

Teacher may secure a copy of the votes passed at the town business meeting. These can be secured from the town clerk. The teacher may copy them.

Organize the class into a model town business meeting, to illustrate how the meeting is conducted.

The teacher should secure a copy of the town report and refer to it often during the year.

c. Things for Note-book.—

A copy of the warning for town meeting.

Sample copies or written copies of the ballot.

Names of all officers elected.

Copies of the votes passed at the town business meeting.

The date of the last special town meeting in your town, and a list of the votes passed.

Picture of town hall.

d. Words to Define.—

| | | | | |
|-----------|-----------------------|---------------|-----------|---------|
| warning | polls | booth | candidate | ballot- |
| boxes | license | no license | moderator | vot- |
| ing list | the checking of names | plurality | vote | |
| adjourned | preside | parliamentary | rules | legal |

voter motion *viva voce* minutes of the last
meeting unfinished business appropriations
rate of taxation assessment of taxes gambling
State statutes national statutes.

e. Reference.—

The Community and the Citizen, pp. 147-148, Dunn.

NOVEMBER

3. COUNTY, STATE AND NATIONAL ELECTION

a. Outline for Study.—

The November election.

State officers.

National officers.

County officers.

District officers.

Town officers.

Election expenses.

Method of voting for President and Vice-president.

Methods of voting.

Australian ballot.

Party emblem now omitted.

Voting by machine.

Value of secret ballot.

b. Things to Do.—

If an even year, secure a sample copy of the ballot used at the November election.

Teacher conduct a model election of officers by ballot to illustrate the Australian ballot and secret voting.

c. Things for Note-book.—

Make a list of the names of the town, county, State, and national officers whom your town had a part in electing.

Watch the local papers for election expenses and copy them.

See town report for last year's election expenses and copy them.

Copy the November ballot into your note-book.

d. Words to Define.—

representative in Congress probate district
judge of probate justices of the peace election
expenses electors Australian ballot official
ballot straight ticket party emblem fraud
buying of votes

e. References.—

City, State and Nation, Chap. XXXII, Nida.

Preparing for Citizenship, Chap. III, Guitteau.

American Citizenship, Chap. XII, Beard.

Our America, Chap. XV, Lapp.

DECEMBER

4. NAMES AND DUTIES OF TOWN OFFICERS

a. Outline for Study.—

Town Clerk.

Registrar of Vital Statistics.

Town Treasurer.

Selectmen.

Constables.

Tax Collector.

Grand Jurors.

Assessors.

Board of Relief.

b. Things to Do and Find Out.—

Consult town report for the past year.

Get copies of tax bills.

Get copies of Assessors' notices.

Is the property of your town assessed at two-thirds of its value, at three-fourths, or at full value?

What is the tax rate in your town?

Find some illustration of the work done by each of the above mentioned town officials.

Who is required to pay personal tax?

Find how the taxes are used and who is benefited.

Study the town report in connection with the work of each town officer.

Visit the office of the Town Clerk.

c. Things for Note-book.—

Names of the above mentioned town officers in your town, with one illustration of the work of each.

Tax rate in your town.

Value of grand list for your town.

Amount of money raised by taxes.

Amount spent last year for:

Roads and bridges.

Election expenses.

Town insurance.

Schools.

Town poor.

The town's share of State and county tax.

Salaries of the above mentioned town officers.

Copy of dog and hunter's license.

d. Words to Define.—

| | | | |
|--------------------|-------------------|-----------------------|------------|
| vital statistics | certified return | liens | real |
| estate | personal property | incumbrances | mar- |
| riage certificates | burial permits | birth certifi- | |
| cates | divorce | board of equalization | bond |
| oath of office | town seal | finer | forfeits |
| militia | enrollment | paupers | orphans |
| per- | | | |
| ambulate | tramps | pool room | proprietor |
| auc- | | | |
| tioneer | guide posts | vacancies | abate |
| | | | trial |

writs court of common pleas superior court
witnesses summon arrest security de-
linquent redemption personal tax com-
mission prosecute testify attorney at law
posted bridge reform school Canada thistles

e. Reference.—

General Statutes of Connecticut.

JANUARY

**5. TOWN OFFICIALS, THEIR NAMES AND DUTIES, CON-
TINUED**

a. Outline for Study.—

Registrars of Voters.

Auditors.

Town School Committee, Board of School Visitors,
or Board of Education.

Study of schools from town report.

Total expense.

Expense for books and supplies.

Total expense per pupil.

School attendance.

Condition of buildings.

Report of the superintendent and committee.

Duties of pupils.

Library Directors and Library.

Tree Warden.

Dog Warden.

Fire Warden.

Sealer of Weights and Measures.

Choice of Jurors.

b. Things to Do.—

Consult town report for past year in connection
with each of the above officers.

Secure copies of the Registrars' notices.

Visit the public library.

Teacher should see as many of the town officers as possible for information as to their actual duties.

Invite members of the school committee to visit school and talk to the children on the part the committee takes in connection with the operation of the schools.

Invite the librarian to visit school and talk on the use of books.

Teacher and class visit the sealer of weights and measures.

c. Things for the Note-book.—

Names of the above officers, in your town, with one example of the work of each. Let this describe a real piece of work, not an imaginary task.

List the property not taxed in your town.

List the names of three women who vote in your town.

List the books and supplies which your town buys for schools.

Secure a picture of the public library, if possible.

Describe some of the public shade trees, naming the kinds and location.

Copy the print on the collar of one or more dogs.

When and where was the last forest fire in your town?

d. Words to be Defined.—

| | | | | |
|--------------------|--------------------|-------------|----------|-----------|
| make | voters | bills | vouchers | teachers' |
| certificates | enumeration | of children | deputy | |
| transplanted trees | public shade trees | violation | | |
| of law | concurrence | weights and | measures | |
| standards | approved | integrity. | | |

e. Reference.—

General Statutes of Connecticut.

FEBRUARY

6. OTHER TOWN OFFICERS TAKING PART IN TOWN AFFAIRS

a. Outline for Study.—

Health Officer—name and duties.

Medical Examiner—name and duties.

Notary Public—name and duties.

Judge of Probate—name and duties.

Postmaster—name and duties.

Superintendent or Supervisor of Schools—name and duties.

Justices of the Peace—names and duties.

b. Things to Do.—

By previous arrangement with the Postmaster, teacher with her class visit the local postoffice and learn the work of the office as far as is possible.

Invite the Health Officer to visit school, and describe his work.

Invite the Superintendent of Schools to explain to the school his chief duties.

Observe the work of the rural delivery from the postoffice:

Find who pays for the postoffice service.

c. Things for the Note-book.—

List the names of the above mentioned officers, and describe some definite piece of work done by each.

State how each officer is paid and the amount in salary or fees.

Secure copies of money orders and fill out one correctly.

Write about a *postage stamp*.

List the duties of the rural or city or village mail-man.

Cut from the local paper and paste into your book one or more probate notices.

Study the town report, and list important recommendations found in the report of the superintendent of schools, and in the report of the health officer.

Number of teachers in your town.

d. Words and Phrases to be Defined.—

quarantine contagious diseases untimely
death suspicious' circumstances investigation
last testament executor administrator trustee
guardian conservator State Board of
Education responsible for results civil cases
criminal cases jail.

e. Reference.—

General Statutes of Connecticut.

MARCH

7. LOCAL OR TOWN COURT

a. Outline for Study.—

The justice court.

Process of arrest and trial in a justice court.

Cases that go to the court of common pleas or to the superior court.

Probate court.

Matters that may come before a probate court.

Town property.

b. Things to Do.—

Teacher attend a hearing before a justice of the peace and explain procedure to class.

Discussion of civil and criminal cases.

Discussion of probate cases.

Under which should the following be classified?

1. The quarrel over a driveway.
2. The trial of a person who broke into a house.
3. The appointment of a guardian for a child.

Organize the class into a town court for the trial of some supposed offender.

c. Things for the Note-book.—

Write out the steps, as far as you can, of some recent arrest and trial in your town.

List the names of the justices of the peace in your town.

List the names of the lawyers in your town.

Name some laws which have been broken in your town.

Find and copy the oath to which those who are witnesses at trials must agree.

List a few names of people who have been punished in your town, borough, or city court. State the offence and the punishment.

List all the town property in your town.

Draw a map of the town and show the roads. Indicate the bridges and the state roads.

Who owns the sidewalks, if any, in your town, borough, or city?

Does the United States own or rent the postoffice in your town?

d. Words and Phrases to be Defined.—

| | | |
|-----------|------------------|---------------------|
| complaint | jurisdiction | twenty-five dollars |
| and costs | one count | bankruptcy |
| elections | deceased people. | contested |

e. Reference.—

Our America, Chap. XXI, Lapp.

APRIL

8. BOROUGH AND CITY GOVERNMENT

a. Outline for Study.—

How a borough is formed.

Borough charter.

Borough meeting for election of officers.

Locate the boroughs in the State.

Borough officers.

Duties of borough officers.

Borough court.

City charter.

Cities of Connecticut.

City officers.

City courts.

b. Things to Do.—

If your school is in a borough, some member of the school should secure a copy of the borough charter.

If in a city, secure a copy of the city charter.

Study borough and city government as an outgrowth of town government.

Find some of the borough or city limits.

Visit the village or borough green, or city park.

c. Things for the Note-book.—

If your school is in a borough, list the borough officers and their names.

List some of the duties of each.

If in a city, list a few of the more important officers by name.

Observe the work of the police department; of the street department.

What is the borough or city tax rate?

List the borough or city property.

In what town is the borough or city located?

Locate some of the borough or city limits on your town map.

List two borough or city laws.

Make a chart and in parallel columns list town, borough, and city officers whose duties correspond.

Draw a map of State, and locate the cities of the State.

d. Words and Phrases to be Defined.—

| | | | | |
|------------------|---------------------|--------------|--------|---------|
| charter | burgess | bailiff | police | justice |
| General Assembly | mayor | city council | police | |
| commissioners | water commissioners | | | |

e. References.—

Preparing for Citizenship, Chap. X, Guitteau.

City, State and Nation, Chaps. I to XXIV, Nida.

American Citizenship, Chap. X, Beard.

Our America, Chap. IX, Lapp.

State Register and Manual.

MAY

9. COUNTY GOVERNMENT

a. Outline for Study.—

Names and locations of the counties in the State.

The importance of the New England county.

County officers:

Election, name and duties of each. (See

Connecticut Register and Manual.)

County Commissioners.

County Treasurer.

County Sealer of Weights and Measures.

State's Attorney.

Clerk of Courts.
 Prosecuting Agents.
 County Auditors.
 Sheriff.
 Coroner.
 County Health Officer.
 Fish and Game Warden.
 County Agricultural Agent.
 County taxes.
 County courts.
 County buildings.

b. Things to Do.—

Visit county courthouse.
 Visit county jail.
 Visit county home.
 Watch local papers for county news.
 Find how much your town contributes for county tax.

c. Things for Note-book.—

Draw a map of your county, and on this map show your town.

Secure, if possible, pictures of the county courthouse, county home, and county jail. Put these in your note-book.

Paste in book clippings from the local or State papers of any county news you can find.

List any cases from your town that are to be tried before the court of common pleas, or before the superior court.

List all the towns in your county.

d. Words and Phrases to be Defined.—

| | | |
|------------|----------------------|----------------|
| coroner | intoxicating liquors | appropriations |
| grand list | posse comitatus | prisoner |

e. References.—

City, State and Nation, Chap. XXVI, Nida.

Preparing for Citizenship, Chap. IX, Guitteau.

American Citizenship, Chap. XI, Beard.

JUNE

10. EXPENSES OF TOWN, BOROUGH, CITY, AND COUNTY
GOVERNMENT

a. Outline for Study.—

Purposes for which money is needed.

Town.

Borough.

City.

County.

How this money is raised.

Your town's share in the county and State tax.

Property tax.

Personal tax.

The above are methods of *direct* taxation.

Give methods of *indirect* taxation.

b. Things to Do.—

Secure copies of tax bills and tax lists.

See report of tax collector in town report for last year.

Find the number of people paying personal tax in your town.

c. Things for Note-book.—

List the things paid for by town, borough, or city, or county tax which benefit you directly.

What is the income of your town from taxes?

What per cent of this is spent for schools? For roads and bridges? For town poor? For public health? For lighting streets?

The present tax rate.

Amount of town indebtedness.

How much interest per year does your town pay on this debt?

d. Problems for Discussion.—

Should a tax collector be paid a per cent on what he collects, or by the day, or for the work as a whole?

Should the tax rate of your town be increased or decreased?

Is it wise for a town to carry a large debt for many years or not?

The value of the fire department.

How boys and girls can help the community, the town, the borough, the city, the county.

e. References.—

The Community and the Citizen, Chap. XXV, Dunn.
City, State and Nation, Chap. XXI, Nida.

SUGGESTIONS TO TEACHER

The teacher should mention the work of the State and national government from time to time and make some correlation with the town study as outlined in this chapter.

Have frequent debates. The following topics are suggestive. The teacher may think of others:—

1. Whether school and church property should be taxed or not.

2. Whether there should be a license on cats as well as dogs.

3. Whether families who send no children to school should help support the schools of the town or city or not.



JOHN WINTHROP SECOND, THE GOVERNOR WHO SECURED
THE CHARTER.

CHAPTER V

FOR GRADE VII

THE CIVIC HISTORY OF CONNECTICUT

"'Tis a rough land of earth, and stone and tree,
Where breathes no castled lord or cabined slave."

—FITZGREENE HALLECK.

1. Introductory.—Two of the five original colonies of New England were planted within the present bounds of Connecticut. These two colonies had different standards for citizenship, and were founded upon different ideas of the proper administration of civil affairs. The settlement of the Connecticut colony was "the first conscious and deliberate effort on this continent to establish the democratic principle in control of government;" while the

founders of the New Haven colony afford a most notable instance of an attempt to conduct the civil affairs of a modern State in accordance with the literal precepts of the Bible.

2. Settlement of the Three River Towns.—The first white settlement within the territory embraced by the State of Connecticut was made June 8, 1633, by the Dutch, who set up a fort and trading-post on what is now called Dutch Point, in Hartford. Later in the same year a party of English from the Plymouth colony settled in Windsor, six miles farther up the river. In 1634, the town of Wethersfield was founded, and in the following year both Windsor and Wethersfield received large accessions of colonists from the Massachusetts towns of Dorchester and Watertown. The emigrants from Dorchester were so numerous and influential that they transferred their church organization to Windsor with them. In 1635–36, Hartford was settled by the removal to that town of church, teacher, and pastor from Cambridge, which was then called Newtown.

3. Cause of this Migration.—The leaders of the movement for a colony beyond the immediate control of Massachusetts were opposed to the policy of Governor Winthrop in concentrating civil power in the hands of a few and in granting to none but church members the right to vote or hold office. The elder Governor Winthrop held that a large part of the people are unfit to share in governing, and that the interests of all require them to submit to be ruled by those who are presumably the wisest and best. The ablest of his opponents was Thomas Hooker, pastor of the Cambridge church that soon migrated to Hartford. Hooker believed that the people should rule themselves, and that the whole people should take part in the government. Winthrop's idea was aristocratic, while Hooker's was democratic. During 1634–35 there had come from England to Massachusetts more than twenty vessels bring-

ing over three thousand settlers, many of whom were in sympathy with Hooker's ideas, and the time was ripe for division. The colony founded on the Connecticut was singularly fortunate in having as leaders men of large experience in civil and ecclesiastical affairs.¹

4. **Settlement of Saybrook.**—In 1635 John Winthrop, son of the founder of Boston, came with a colony from England to take possession of the territory patented by the Earl of Warwick (who had been a prominent member of the old Plymouth Company) to Viscount Say and Sele, Lord Brooke, and others. Winthrop established a fort at the mouth of the Connecticut river, eventually shutting out the Dutch and depriving them of the fur trade, which was the chief object for which the English proprietors wished to possess this region. Winthrop named his settlement Say-Brook, after two of his influential patrons.

5. **Settlement of New Haven.**—In 1638 a company of Puritans from England, under the lead of their pastor John Davenport, and who had passed the previous winter near Boston, bought land from the Indians and founded the town of New Haven. This company included many persons of wealth and distinguished ability. Next to John Davenport, who was a graduate of Oxford, the most influential leader was Theophilus Eaton, the first governor. It was the purpose of the founders of the New Haven colony to form a State of their own with the Bible as their only law-book. They would not have trial by jury because it was not named in the Mosaic code. Only members of the Congregational church could vote or take part in the affairs of the town.

¹ Roger Ludlow, the first named in the commission for government, unsurpassed in his knowledge of the law and the rights of mankind, had been deputy governor of Massachusetts; John Haynes had for one year been its governor; and Hooker had no rival in public estimation but Cotton, whom he surpassed in force of character, in liberality of spirit, in soundness of judgment, and in clemency.—BANCROFT.

6. The Connecticut Colony and the First Written Constitution.—The remoteness of Hartford, Windsor, and Wethersfield from other towns, the similarity of their ideas of government, and the danger from Indians, led them to act upon affairs of common interest in a General Court,¹ which met from time to time. They soon began to consider the advantage of a permanent compact. On Thursday, May 31, 1638, on the occasion of a General Court in Hartford, the Rev. Thomas Hooker preached a sermon on the fundamental principles of civil government. He set forth propositions far in advance of the practice of any State then existing, or the teachings of any public man of that day. He maintained—

1. The divine right of the people to appoint their own public magistrates.

2. The exercise of this right thoughtfully and in the fear of God.

3. The exercise of all power and trusts by officers and magistrates within the limitations set by the people.

These principles accorded well with the belief of the men of the Connecticut towns. Early in 1639² they met in Hartford and agreed to "enter into a combination and confederation" under a written Constitution drawn up in accordance with the teachings of Thomas Hooker. As this is the first instance known in history when men agreed to live together and be governed by a written constitution—in the modern sense of the term—it is worth while to note some of its important features:

1. It derives all the authority of government directly from the people themselves, and recognizes no exterior authority on either side of the ocean.

2. There is to be no taxation without representation.

¹ The "General Court," or representative body of the towns, at first combined both judicial and legislative functions, but the name was retained long after the judicial duties were delegated to another body.

² The document is dated, old style, 14th January, 1638.

3. Representation is to be based upon "a reasonable proportion" to the population.

4. The right of suffrage is granted to all that are admitted as inhabitants in the several towns and have taken the oath of fidelity. It is not required that freemen be church members. The only religious test named is for the governor.

5. The General Court is to represent the supreme power of the Commonwealth, and it only shall have power to make laws or repeal them, to grant levies, to admit freemen, and to dispose of public lands. It may also call other courts, magistrates, or persons into question for misdemeanor.

6. Provision is made for the admission of other towns.

7. There are to be plurality elections of magistrates by ballot.

8. The General Court is made judge of the election of its members, and is not to be adjourned or dissolved without the consent of a major part of its members.

The birthplace of American democracy is Hartford. In the words of Alexander Johnson: "The Constitution of 1639 seems the most far-reaching political work of modern times, and from it there are direct lines of communication running down to all the great events which followed—to commonwealth organization and colonial resistance, to national independence and federation, to national union and organization, and even to national self-preservation and reconstruction." Of Thomas Hooker, the historian Bancroft says: "They who judge of men by their services to the human race will never cease to honor the memory of Hooker."

7. The New Haven Colony.—The towns of Milford and Guilford were founded in 1639 and Stamford in 1641. These towns soon united with New Haven in a kind of federal union. As the genius of Thomas Hooker had left its impress upon the confederation of the river towns, that

of John Davenport moulded the "fundamental agreement" upon which civil power and united action were based in the New Haven colony. In June, 1639, the "planters," or founders of the colony, put themselves on record, at Davenport's suggestion, as believing "that the Scriptures do hold forth a perfect rule for the direction and government of all men in all duties which they are to perform to God and men, as well in the government of families and commonwealths as in matters of the church." This was the foundation on which the colonial government of New Haven was set up. Only church members could take part in the civil affairs of the colony,¹ and in order that peace and stability might be assured, it was required that "every one that hereafter should be admitted as a settler, should submit and testify the same by subscribing their names to the order that church members only shall be free burgesses, and that they only shall choose magistrates and officers among themselves."

In 1643 the General Court of the New Haven colony, made up of deputies from New Haven, Milford, Guilford, and Stamford, further elaborated the details of their government, following in general the outlines of the Connecticut plan and adapting it to their restricted suffrage and ecclesiastical policy.

8. The Two Colonies Compared.—Within ten years after the first settlement there had grown up two flourishing colonies, each composed of a nucleus of thriving towns. Each colony had wealth, and was under the leadership of men who were the peers of any in the New World. Each had a written Constitution or "fundamental agreement," and a legislature, called the General Court, made up of deputies from the several towns. Each colony elected its own governor and magistrates and defined their powers

¹The number thus disfranchised in New Haven was probably a majority; in Guilford, nearly half; in Milford 10 out of 44.

and duties, levied its own taxes, maintained its own militia, and made its own laws. Each regulated its own church affairs independently of the other and of bishops and king. Still each colony had a marked individuality. In one the right of suffrage was practically universal, in the other it was restricted. In one, church and State were visibly separate, in the other they were almost identical. In the one, authority was traced back to the people; in the other, to the Scriptures. The one was a democracy—the other an aristocracy.

9. The Beginning of Union.—In 1643 the Connecticut and New Haven colonies joined those of Massachusetts and Plymouth in forming a confederation to defend themselves against the Dutch and the Indians. The confederation was named "The United Colonies of New England." Each of the four colonies was represented by two commissioners, and the board of eight was to call out troops in case of need, and to settle disputes between the colonies, but not to interfere with their internal affairs.

10. The Two Colonies until the Charter.—Each proceeded in its own way to develop the ideas of representative government that inhere in the Anglo-Saxon race.

The Connecticut code of 1650 included a complete codification of the laws enacted by the General Court,¹ together with such local practices as had grown up in the towns and seemed worthy of adoption by the Commonwealth.

¹The Code of 1650 is prefaced by the following: "It is therefore ordered by this Courte and Authority thereof, that no man's life shall bee taken away, no man's honour or good name shall bee stained, no man's person shall bee arrested, restrained, banished, dismembered nor any way punished; no man shall bee deprived of his wife or children, no man's goods or estate shall bee taken away from him, nor any wayes endamaged, vnder colour of Law or countenance of Authority, vnless it bee by the vertue or equity of some express Law of the Country warranting the same, established by a Generall Courte, and sufficiently published, or in case of the defect of a Law in any perticular case, by the Word of God." (Compare with Declaration of Rights, page 73.)

Population increased and new towns were admitted to the General Court in quick succession. Saybrook first sent deputies in 1644; then, in order, Stratford, Farmington, Fairfield, Norwalk, Middletown, New London, Norwich (in 1659), and the Long Island towns of Huntington, Southampton, and Easthampton, so that in seventeen years the colony grew from three contiguous towns to include fourteen widely scattered settlements. With the influx of a more varied population and the extending area of the colony, it seemed expedient in 1657 to limit the suffrage principally to "householders that are one-and-twenty years old" having thirty pounds estate.

The New Haven laws were codified in 1655 by Governor Eaton. The number of capital offences in English law at that time was 160; Eaton's code, like that of Massachusetts and Connecticut, reduced this number to fifteen, including only those for which Scriptural authority could be cited. The inquisitorial manner in which the magistrates of the New Haven colony sought to regulate the minute details of private life has given rise to many fabulous stories concerning the so-called Blue Laws.¹

In 1643 the New Haven colony included four towns; two were added later—the Long Island town of Southold in 1649, and Bradford in 1651.

In 1643 the two colonies were nearly equal in population, Connecticut having about 3000 inhabitants, while New Haven had 2500, but probably with the greater wealth. Several circumstances conspired to check the expansion of New Haven's influence. Her richest men early lost their wealth in an unsuccessful attempt to plant a colony on the Delaware; her restricted suffrage did not attract settlers in large numbers, and not the least of the hindrances was the devious diplomatic course of Connecticut.

¹See J. H. Trumbull's *Blue Laws*.

11. The Town.—The golden age of the New England town was in Connecticut between 1635–62. Each town was a little state, having complete political control of its own affairs, and bearing itself toward the colonial government in much the same way that the States of the Union did toward the National Government in the earlier half of this century. To this day the Connecticut town retains most of the rights it had in the beginning, and the State government owes its relative prominence to other causes than the surrender of authority by the towns.

In less than a year after the adoption of the Constitution of 1639, the General Court passed orders expressly reserving to the towns the right of choosing their own officers; of passing local laws with penalties; of assessing, taxing and distraining for non-payment; of selling their lands; of recording titles, bonds, sales, and mortgages of land within the town; of managing all probate business arising within the town; and of choosing a local court to try causes involving not more than forty shillings. This local court of magistrates later developed into the executive board of the town known as "the selectmen."

The most ancient and important functionary of the town was the constable. He represented "the corporate responsibility of the community for the preservation of the local peace." Among his duties were to notify the town of the laws made by the General Court; to levy the town's share of the Commonwealth tax; and to give notice of elections.

To the early settlers in Connecticut the distinction between civil and ecclesiastical affairs was not clearly defined. The town meeting was held in the "meeting-house," and town business and church business were often settled at the same town meeting. Until 1727 the same body laid the taxes, called the minister, and provided for his salary. The code of 1650 required that all persons should be taxed for church as well as for

State, and both taxes were levied and collected in the same way. Church and State were not fully separated till the adoption of the Constitution of 1818.

12. The Charter and the Union.—In 1662 Connecticut secured from Charles II. a royal charter granting to her not only her own territory and that included within the jurisdiction of New Haven, but also embracing the whole area between the Massachusetts line and the southern shore of Long Island, and extending from Narragansett Bay on the east, to the Pacific Ocean on the west. New Haven stoutly defended her right for nearly three years, but was finally obliged to yield.

The privileges conferred by the charter are more significant than the territory ceded. "The Governor and Company of the English Colony of Connecticut in New England in America," was created a body politic and corporate, with a seal and all the rights of an English corporation. The officers were to be a governor, a deputy-governor, and twelve assistants, to be chosen by such freemen as the company admitted to the right of suffrage. Each town was to send two deputies to the General Assembly, which was also to include the governor, the deputy-governor, and the twelve assistants. This General Assembly was given power to make laws not contrary to those of England, but no provision was inserted requiring it to give account of its acts to any power in England. The charter further enumerated and guaranteed to the colony substantially all the rights set forth in the constitution of 1639. Connecticut could not well have asked for more if she had herself drawn up the sketch of the charter, as some suppose was the fact.

Upon receiving the charter, the Connecticut General Court declared valid such of its laws as did not conflict with the terms of the charter, confirmed the acting civil and military officers, reduced the property qualification for suffrage to twenty pounds, and declared Hartford the



THE CHARTER OAK.

its trunk concealed the Connecticut Charter from Oct. 31, 1687, to May 9, 1689. The Charter Oak fell Aug. 21, 1856.

capital. After New Haven consented to yield her independence, the State was divided into four counties.

13. Andros and the Charter.—Sir Edmund Andros, upon being appointed governor of New England in 1685, was directed to seize the charters of Connecticut and Rhode Island. On October 31, 1687, while the General Assembly was in session, Andros came to Hartford with his suit and more than sixty regular troops, and demanded the charter.

“The Assembly were extremely reluctant and slow with respect to any resolve to surrender the charter or with respect to any motion to bring it forth. The important affair was debated and kept in suspense until the evening, when the charter was brought and laid upon the table where the assembly were sitting. By this time great numbers of people were assembled, and men sufficiently bold to enterprise whatever might be necessary or expedient. The lights were instantly extinguished, and one Captain Wadsworth, of Hartford, in the most silent and secret manner, carried off the charter, and secreted it in a large hollow tree, fronting the house of the Hon. Samuel Wyllys, then one of the magistrates of the colony. The people appeared all peaceable and orderly. The candles were officiously re-lighted; but the patent was gone, and no discovery could be made of it, or of the person who conveyed it away. Sir Edmund assumed the government.”¹

Upon the downfall of Andros in 1689, government under the charter was resumed, and continued until the adoption of the present Constitution in 1818.

14. Growth and Development.—When the two colonies united, Connecticut had fourteen towns and New Haven six. By 1680 six new towns had been formed—Lyme, Haddam, Simsbury, Wallingford, Derby, and Woodbury; and before 1700 three more—Waterbury,

¹ Trumbull's *History of Connecticut*, Book I. Chapter XV.

Glastonbury and Plainfield—had been added, making 29 in all, with a population of about 17,000.

As the number of towns increased the special sessions of the General Assembly became less frequent, because of the inconvenience the deputies from the newer towns had in coming long distances. The matters requiring the attention of the Assembly became more numerous, and greater difference of opinion was found among the deputies; making the transaction of business slower.

The governor, deputy-governor and the twelve assistants were all, by virtue of their office, members of the General Assembly,¹ and in 1678 it authorized them, under the name of "the Council," to act for the colony when the Assembly was not in session. In 1698 the General Assembly went a step farther, and ordered that hereafter at its sessions the Council should sit as a house separate from the deputies, and that laws should be passed only by the assent of both houses. This change, from a legislative body of one house to one with two, came about very soon after the population spread beyond the older towns and ceased to be homogeneous.²

In 1701 New Haven was made a joint capital of the colony, the General Assembly meeting alternately there and at Hartford. This arrangement continued until 1873, when Hartford again became the sole capital.

In 1745 the colony had 59 towns and not far from 100,000 inhabitants. By 1762 all the territory had been

¹ The charter continued the custom of the Constitution of 1639, under which the governor and six magistrates sat with the deputies from the towns to form the General Court.

² As early as 1645, the Connecticut colony, though it did not separate its two houses, had ordered that "no act shall pass or stand for a law which is not confirmed both by the major part of said magistrates and by the major part of the deputies there present in court, both magistrates and deputies being allowed, either of them, a negative vote" [on the action of the others].—*Conn. Colonial Records*, vol. i. p. 119.

divided into towns, and after that date new towns were made only by dividing old ones.

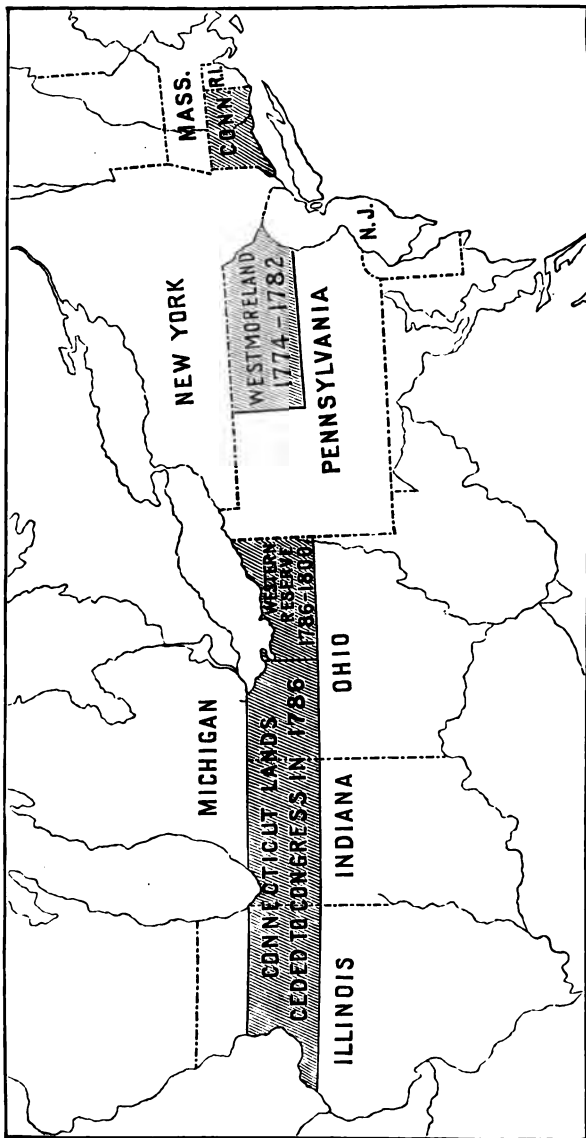
At the beginning of the Revolutionary War Connecticut ranked fourth among the colonies in wealth and population, coming after Massachusetts, Virginia and Pennsylvania. At this time there were 200,000 inhabitants—a remarkable growth since 1745,—76 towns and six counties: Hartford, New Haven, New London, Fairfield, Windham, and Litchfield.

In 1910 there were eight counties, 168 towns, and 1,114,756 inhabitants.

15. **The Wyoming Colony.**—It was not till 1753 that Connecticut began to colonize any part of the immense westward stretch of territory included within the terms of her charter from King Charles. In the mean time Long Island and a wide strip lying west and northwest of Connecticut had been granted to New York by charter; and the settlements of New Jersey and Pennsylvania covered another strip extending as far as the Susquehanna. So Connecticut planted her colony farther west in the "Wyoming country," where in 1754 she bought of the Indians a tract beginning at the 41st degree of latitude, the southerly boundary of Connecticut; thence running north, following the line of the Susquehanna at a distance of ten miles from it, to the present northern boundary of Pennsylvania; thence 120 miles west; thence south to the 41st degree, and back to the point of beginning.

After several unsuccessful attempts she at last established here a permanent colony of more than 3000 persons, made the district a town, named it Westmoreland, and annexed it to Litchfield county. In 1774 its deputies took their seats in the General Assembly.

In 1776 Westmoreland was made a separate county and to all intents and purposes became an integral part of the commonwealth; Connecticut laws and taxes were enforced regularly, and Connecticut courts alone were in session.



Map showing the Territory to which Connecticut at various times asserted her Claim under the Charter.

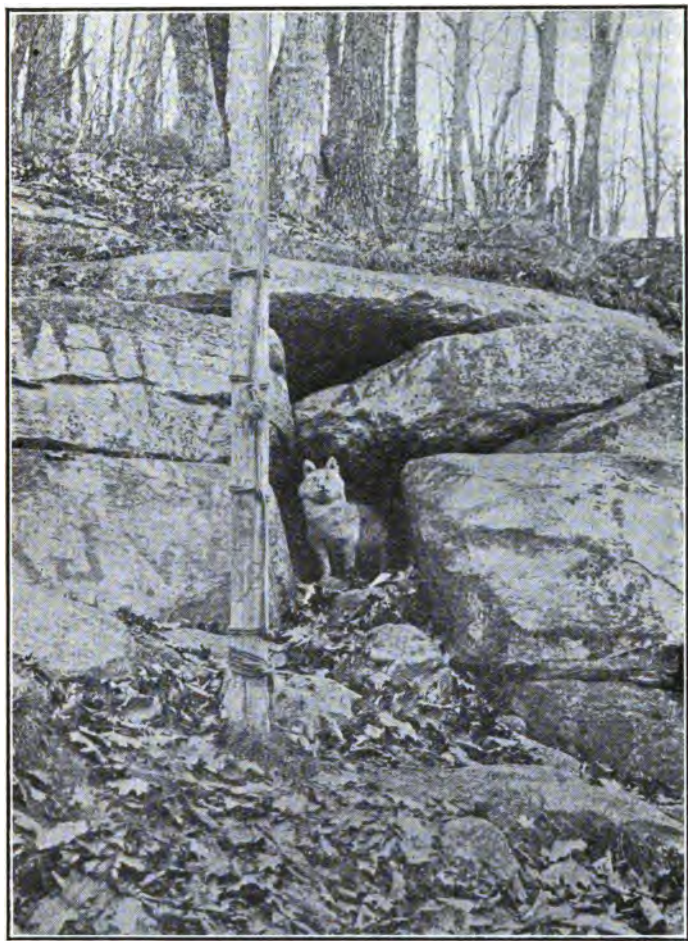
The 24th Connecticut regiment in the Continental army was made up of her militia.

But Pennsylvania claimed this territory, under her charter, and in 1782 Connecticut was obliged to surrender her title, as she had done before when New York claimed part of her domain.

16. The Western Reserve.—Connecticut's title to her territory west of Pennsylvania was still valid. In 1786, when she followed the example of Virginia and Massachusetts, and ceded to Congress her western lands to form the Northwest Territory, Connecticut reserved a part, stretching 120 miles westward from Pennsylvania, and extending north from the 41st parallel to Lake Erie, containing about 3,300,000 acres. This was known as the Western Reserve of Connecticut. In 1792 the General Assembly gave 500,000 acres to citizens who had suffered from the depredations of the British during the Revolution. In 1795 the rest was sold for \$1,200,000, and the proceeds set apart as a "perpetual fund appropriated to the support of schools." This was the origin of the Connecticut school fund, which now amounts to more than \$2,000,000, the income of which is divided among the several towns for the support of the public schools.

17. Indian and Colonial Wars.—*The Pequot War.*—The settlers in the river towns had hardly divided their lands before the Indians began to give them trouble. The colony's action was prompt. On May 1, 1637, the General Court declared "an offensive war against the Pequitt." Ninety men were levied upon the three towns and put under command of Captain John Mason, who within a few weeks nearly exterminated the tribe. The great event of the war was the capture of a Pequot fort near Stonington, when Captain Mason destroyed more than 500 Indians, his own loss being two killed and twenty wounded.

During *King Philip's War* (1675-76) Connecticut kept in the field about one-third of the New England forces,



PUTNAM WOLF DEN, POMFRET, CONN,

and rendered important aid to Deerfield, Hadley, and Springfield. The memory of the fate of the Pequots kept the Indians from attempting depredations within her borders. The bravery of her soldiers is indicated by the fact that the larger proportion of those who fell in battle were her men.

During the later years of *Queen Anne's War* (1702-13) she kept from 400 to 750 men in the field—a large quota for a colony whose population did not exceed twenty thousand. Her sons did valiant service in the expeditions against Quebec and Montreal in 1709, in the capture of Port Royal in 1710, and in the campaign of the following year.

In *King George's War* (1744-48) she was thoroughly aroused, and in 1745 sent against Louisburg 1100 men and a sloop of war of her own, and is entitled to an honorable share in the glory of its first capture.

Her record in the *French and Indian War* (1754-63) is not excelled by any colony. She was among the first to get her troops into action, and sent 1000 men to the battle of Lake George, and authorized the governor to raise 500 more if needed. In 1756 and 1757 she raised more than twice the quota assigned her. In 1758 she suffered her share in the butchery at Ticonderoga, and aided in the second capture of Louisburg. Though weakened by her great losses early in the contest, her courage did not fail, and Connecticut men were prompt to respond to the call of war till the very last.

The prominent part taken by Connecticut in the colonial wars is the more creditable to her patriotism because she was herself in no immediate danger. Her sons fought at a distance from home and in defence of those who had not always been careful to treat her justly.

18. Connecticut in the Revolution.—When the British Parliament passed the Stamp Act, the Connecticut General Assembly at once recorded its protest, and instructed its agent in London that Connecticut "never

could recede from maintaining the exclusive right of the colonies to tax themselves, and the privilege of trial by jury." She was at this time "the most orderly and quietly governed people in the world,"¹ and prized her right of self-government too highly to submit to foreign domination. From the first she held a leading place among the colonies in the struggle for independence.

Three weeks before the great Declaration, the General Assembly in special session on June 14, 1776, declared unanimous assent to a "declaration of independence, and to unite in measures for forming foreign alliances, and promoting a plan for permanent union among the colonies."

Brilliant as her record had been in the colonial wars, her services in the Revolution were still more conspicuous. In proportion to her population she had more men under arms than any other colony, and they took part in every important battle fought north of the Carolinas.²

¹ Bancroft.

² Connecticut troops were present and engaged at—

- | | |
|--|---|
| * Capture of Ticonderoga, May 10, 1775. | Battles at Saratoga, Sept. 19, and Oct. 7, 1777. |
| Battle of Bunker Hill, June 17, 1775. | Battle of Germantown, Oct. 4, 1777. |
| Assault upon Quebec, Dec. 31, 1775. | Defence of Mud Island, Pa., Nov. 12-16, 1777. |
| Siege of Boston, May, 1775, to March 17, 1776. | Affair at White Marsh, Pa., Dec. 7, 1777. |
| Affair of the Cedars, Canada, May 19, 1776. | Battle of Monmouth, June 28, 1778. |
| Battle of Long Island, August 27, 1776. | Wyoming Valley Massacre, July 3, 1778. |
| Retreat from New York, Sept. 15, 1776. | Battle of Rhode Island, Aug. 29, 1778. |
| Battle of Harlem Heights, Sept. 16, 1776. | Tryon's attack upon New Haven, etc., July 5-10, 1779. |
| Battle of White Plains, Oct. 28, 1776. | Storming of Stony Point, July 15, 1779. |
| Fall of Fort Washington, Nov. 16, 1776. | Sullivan's Indian Raid, July-Aug., 1779. |
| Battle of Trenton, Dec. 25, 1776. | Battle of Springfield, N. J., June 23, 1780. |
| Battle of Princeton, Jan. 3, 1777. | Affair of Ft. George, N. Y., Oct. 11, 1780. |
| Tryon's Raid to Danbury, April 25-28, 1777. | Capture of Ft. George, L. I., Nov. 21, 1780. |
| Meigs' Sag Harbor Expedition, May 23, 1777. | Battle of Green Spring, Va., July 6, 1781. |
| Battle of Bennington, August 16, 1777. | Arnold's Attack upon New London, Sept. 6, 1781. |
| Battle of Brandywine, Sept. 11, 1777. | Siege and Surrender of Yorktown, Sept.-Oct., 1781. |
| | Various Naval Actions, 1776-1782. |

The Department of the North in 1775 had 2800 men in the field; 2500 of these were Connecticut troops.



Upon hearing of Concord and Lexington, four thousand men, under Israel Putnam of Pomfret, and Benedict Arnold of Norwich, marched from Connecticut towns for the relief of Boston. To Connecticut belongs the honor of planning and executing the capture of Ticonderoga on May 10, 1775; and the share of Israel Putnam and his sturdy yeomen in the glory of Bunker Hill is equal to that of the Massachusetts or New Hampshire men. Her courage and determination continued unabated till the final blow at Yorktown.¹

Nathan Hale has left an imperishable memory in his patriotic words and sad fate. He was born in Coventry, graduated from Yale in 1773, and after the battle of Lexington joined the army as a lieutenant and was soon made captain. When our forces were compelled to yield and withdraw from Long Island, it became imperative for Washington to obtain definite information of the strength, plans, and situation of the British. Captain Nathan Hale volunteered to undertake the perilous task. He accomplished his mission with skill and success, but on returning was discovered by the enemy, and hanged as a spy on the morning of Sept. 22, 1776. His last words were, "I only regret that I have but one life to lose for my country."

19. The Federal Constitution.—The General Assembly in May, 1787, appointed three of the ablest lawyers in the State, William Samuel Johnson, Roger Sherman, and Oliver Ellsworth,² as delegates to the federal convention

¹ In the second war with England her sons did good service. In the War of 1812, in the first conflict on the ocean, the first flag was struck to a native of Connecticut; on the land, the first flag which was taken was also surrendered to one of her sons.—J. W. BARBER.

² Few delegates in the Convention had greater ability or larger experience than those from Connecticut.

WILLIAM SAMUEL JOHNSON was one of the few Americans whose learning had obtained recognition abroad: he was a member of the Royal Society, and Oxford had conferred upon him the degree of Doctor of Civil Laws. He had been a delegate to the first Colonial Con-

at Philadelphia, instructing them "to discuss upon such alterations and provisions, agreeably to the general principles of republican government, as they shall think proper to render the Federal Constitution adequate to the exigencies of government and the preservation of the Union."

The influence of Connecticut in the Convention was far greater than her relative importance entitled her to expect. Her liberal charter and experience of nearly a century and a half in representative government gave her delegates an important advantage. When the larger States demanded that in the legislative branch of the federal government the States should be represented in proportion to number of inhabitants, while the smaller States insisted that each State should be equally represented, the Connecticut delegates, by bringing forward the peculiar practice of their State, whose legislature had two houses composed on different principles, were able to suggest a compromise

gress, in 1765, to consider the Stamp Act, and drew up the petition and remonstrance sent to the king and parliament. In the convention he proposed the organization of the Senate as a separate body. He became one of the first United States senators from Connecticut, serving from 1789-91. While senator, he and his colleague Oliver Ellsworth, drew up the bill organizing the judiciary of the United States. In 1787 he was elected president of Columbia College in New York.

ROGER SHERMAN served his State as assistant governor for nineteen years and as judge of the court of common pleas and of the superior court for twenty-three years. He had been a member of the Continental Congress, was one of the committee of five to draft the Declaration of Independence in 1776, and was also one of the framers of the original Articles of Confederation in 1777. He was the first representative sent by his State to the National House of Representatives, serving from 1789-91, when he succeeded Johnson as United States senator, from 1791-93. He was treasurer of Yale College from 1766-76.

OLIVER ELLSWORTH had been a delegate to the Continental Congress in 1777, and in 1784 was appointed judge of the superior court. He, with Johnson, was one of the first United States senators, serving from 1789-96, when Washington appointed him chief-justice of the United States supreme court.

upon which it was possible to unite. It was through their influence that the plan of equal State representation in the national Senate, and of proportional representation in the national House of Representatives, was adopted. In the Convention this was known as the "Connecticut compromise," and had it not been suggested it is more than probable that the convention would have adjourned without accomplishing anything.

Connecticut was the first New England State to ratify the Constitution, which she did by a vote of 128 to 40, at a convention held in Hartford on January 9, 1788.

20. The Connecticut Constitution of 1818.—After the Declaration of Independence, eleven of the thirteen original States adopted State constitutions. Connecticut was so well satisfied with her form of government that the General Assembly in October, 1776, decreed "That the ancient form of civil government, contained in the charter from Charles the Second, King of England, and adopted by the people of this State, shall be and remain the civil Constitution of this State, under the sole authority of the people thereof, independent of any King or Prince whatever. And that this Republic is, and forever shall be and remain, a free, sovereign, and independent State, by the name of the State of Connecticut."

It was not until June, 1818, that a convention was called to frame a new Constitution. It met in Hartford on August 26, and on September 15 adopted the present Constitution, which was ratified by the people by a vote of 13,918 to 12,364 on October 5, 1818.

The Constitution begins with a Declaration of Rights in which special prominence is given to the equality of all citizens before the law. The power of the governor was largely increased, and annual sessions of the General Assembly replaced the semi-annual sessions under the charter. The judiciary was for the first time recognized as a distinct department of the government, co-ordinate

with the legislative and the executive. Compulsory support of religion was for the first time prohibited.

With all its changes the Constitution re-affirmed in spirit, if not in letter, the greater part of the provisions of the "Fundamental Orders" of 1639, and of the charter, and incorporated in the organic law of the State much that an experience and development of nearly two centuries of free government had proved desirable.

Since 1818 the growth of the State, and the complicated questions that have arisen in the administration of public affairs, have caused the adoption of twenty-eight amendments.

21. The War for the Union.—In the early spring of 1861, when Governor Buckingham, in response to word from President Lincoln, called for a regiment of volunteers, more than enough men to form five regiments at once offered themselves. Town meetings were held all over the State, and towns vied with each other in their loyalty to the national government. Governor Buckingham induced the President to accept three regiments from Connecticut instead of the one for which he had called. Out of these first three regiments more than five hundred men became commissioned officers during the war. Besides large amounts appropriated by the towns, the General Assembly in May, 1861, set apart \$2,000,000 for military expenses.

Connecticut's zeal increased with the progress of the war. She more than filled every requisition made upon her, sending in all twenty-eight regiments of infantry, two regiments and three batteries of artillery, one regiment and a squadron of cavalry—a total of 54,882 volunteers. This is a goodly number for a State that had only 80,000 voters, and about 50,000 able-bodied men on her militia rolls. Of her sons, 229 officers and 5392 privates gave their lives for the Union.

Her military historians in summing up her record say: "The first great martyrs of the war—Ellsworth, Winthrop,

Ward and Lyon—were of Connecticut stock. A Connecticut general, with Connecticut regiments, opened the battle of Bull Run and closed it; and a Connecticut regiment was marshalled in front of the farm-house at Appomattox when Lee surrendered to a soldier of Connecticut blood. A Connecticut flag first displaced the palmetto upon the soil of South Carolina; a Connecticut flag was first planted in Mississippi; a Connecticut flag was first unfurled before New Orleans. Upon the reclaimed walls of Pulaski, Donelson, Macon, Jackson, St. Philip, Morgan, Wagner, Sumter, Fisher, our State left its ineffaceable mark. The sons of Connecticut followed the illustrious grandson of Connecticut as he swung his army with amazing momentum from the fastnesses of Tennessee to the Confederacy's vital centre. At Antietam, Gettysburg, and in all the fierce campaigns of Virginia, our soldiers won crimson glories; and at Port Hudson they were the very first and readiest. On the banks of every river of the South, and in the battle-smoke of every contested ridge and mountain-peak, the sons of Connecticut have stood and patiently struggled. In every ransomed State we have a holy acre on which the storm has left its emerald waves,—three thousand indistinguishable hillocks by lonely lake and stream, in field and tangled thicket." Connecticut sent her full quota of troops to the Spanish-American War in 1908 and to the Mexican Border in 1916.

NOTABLE EVENTS IN THE HISTORY OF THE STATE OF CONNECTICUT

- 1606. Territory now in Connecticut included in the grant to the Plymouth Company.
- 1614. Adrian Blok, a Dutch skipper, discovers mouth of Connecticut river and sails up as far as site of Hartford.
- 1681. Earl of Warwick transfers territory to Viscount Say and Sele, Lord Brooke, and others.

224 THE CIVIL GOVERNMENT OF CONNECTICUT

1633. Dutch erect fort at Dutch Point, Hartford, June 8. First white settlement.
1633. Plymouth colony sends William Holmes to sail up the Connecticut. He establishes trading-post at Windsor; autumn.
1634. Wethersfield settled by people from Watertown, Mass.; autumn.
1635. Windsor settled by people from Dorchester, Mass.; summer.
1635. Hartford settled, principally by people from Newtown (Cambridge), Mass.; October.
1635. Saybrook fort established under order of John Winthrop, Jr.
1636. Hartford, Windsor, and Wethersfield hold "Corte" at Newtown (Hartford), April 26.
1637. Pequot War.
1637. Eaton selects Quinnipiac as site for New Haven colony.
1638. New Haven founded:
1639. John Higginson first schoolmaster in Hartford.
1639. Connecticut adopts "Fundamental Orders," or Constitution [Old style, Jan. 14, 1638].
1639. John Haynes chosen first governor of Connecticut, April 11.
1639. Davenport's "Fundamental Orders" adopted in town of New Haven, June 4.
1639. Guilford settled; August.
1639. Milford settled; November.
1640. New Haven buys land on Delaware river.
1641. New Haven orders "That a free school shall be set up in this town," Dec. 25.
1643. New Haven colony adopts a Constitution, Oct. 27.
1644. Connecticut buys Saybrook fort and land; Saybrook becomes a town of Connecticut colony, Dec. 5.
1647. New Haven sends ship to England to procure charter from Cromwell; January.
1647. Thomas Hooker dies.
1650. First Connecticut code.
1654. Dutch excluded from Connecticut.
- 1661-63. The regicides Goffe and Whalley find shelter in New Haven and Connecticut.
1662. Charles II. grants charter to Connecticut; April 23.
1665. Connecticut and New Haven unite; March.
1666. State divided into four counties; May.

- 1680. "Saybrook platform" adopted.
- 1687. Andros and the Charter Oak; October 31.
- 1693. Incident of Gov. Fletcher of New York and the Hartford militia.
- 1701. Yale College founded.
- 1701. New Haven joint capital with Hartford.
- 1709. Connecticut begins to issue paper currency.
- 1711. Superior Court organized.
- 1754. Susquehanna Company buys the Wyoming country.
- 1757. Connecticut begins settlement on the Delaware.
- 1762. Connecticut begins settlement in the Wyoming country.
- 1765. Connecticut protests against the Stamp Act.
- 1776. Connecticut makes declaration of independence, June 14.
- 1776. Capt. Nathan Hale executed; Sept. 22.
- 1779. Tryon's raid on New Haven.
- 1784. Supreme Court of Errors organized.
- 1786. Connecticut cedes to the United States all her western lands except the "Western Reserve."
- 1788. Federal Constitution ratified, Jan. 9.
- 1795. School Fund set apart.
- 1800. Connecticut cedes the "Western Reserve" to the National Government.
- 1802. "Long Wharf" at New Haven.
- 1814. The Hartford Convention.
- 1818. The present Constitution adopted.
- 1823. Trinity College founded.
- 1828. First three Amendments to the Constitution adopted.
- 1829. Wesleyan University chartered.
- 1838. First railroad in State in operation.
- 1845. Right of suffrage largely extended.
- 1873. Hartford becomes sole capital.
- 1874. Amendment adopted regarding House of Representatives.
- 1880. New Capitol finished.—Cost, complete, \$3,342,550.73.
- 1886. Biennial sessions of the General Assembly began.
- 1889. Legislature ceased to levy a direct State tax upon the towns.
- 1907. New concrete and stone bridge over the Connecticut River at Hartford completed. Cost \$1,600,000.
- 1911. Women's College at New London chartered.



THE GREAT SEAL OF THE STATE OF CONNECTICUT.

CHAPTER VI
FOR GRADE VII
THE STATE GOVERNMENT

“Qui transtulit, sustinet.”

“No state can become great, except it have worthy citizens.”

—CICERO.

22. The Citizen.—The Constitution of the United States provides that “all persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside.” Hence every man, woman, and child, born or naturalized in the United States and subject to the jurisdiction thereof, residing in the State of Connecticut, is a citizen both of the United States and of the State of Connecticut.

23. The Elector.—All citizens are entitled to the protection of the State and owe allegiance and obedience to it, but it was not thought best by those who framed the State government that all citizens should be given the right to vote. A citizen who has the right to vote is an elector, and must be a man twenty-one years of age, a resident of the State for one year, and of the town for six months. Registration is required, and persons unable to read in the English language are excluded. The Constitution of the State prescribes who shall be electors.¹

¹ See *Amendments to the Constitution, VIII., XI., and XXIII.* Reference is made to the Constitution to make the pupil familiar with it, and to lead him to consult it as an original source of information.

24. The State Government.—The government of Connecticut, like that of the other States, is vested in three separate departments—the legislative, the executive, and the judicial—each of which is made responsible for the performance of clearly defined duties.¹

THE LEGISLATIVE DEPARTMENT

25. The Legislative Power.—All laws of the State are made by the legislative department, but any act that is not in harmony with the Constitution of the United States and that of the State, may be declared void by the judicial department, when a case arises in the courts involving the measure in question. The legislative power of Connecticut is vested in a General Assembly, consisting of a Senate and a House of Representatives.²

It is the duty of the General Assembly to make such laws as will promote the general welfare of the people of the State. These laws provide for the dealings of the citizens with each other, such as making contracts and partnerships, buying and selling lands, houses, goods, and property of all kinds, making mortgages, deeds, promissory notes, etc.; for the organization and government of corporations such as insurance, railroad, telegraph, telephone, and manufacturing companies; for the prevention and punishment of crime; for the establishment and support of educational and charitable institutions; for establishing and regulating courts; for the government of counties, towns, cities, boroughs, and school districts; for the method of procedure in courts; and for all other matters in which the citizens of the State, as such, may have an interest. The General Assembly determines all matters connected with the taxation required to furnish income to carry on the State government; and in cases where the

¹ See *Article II*.

² See *Article III, Section 1*.

Constitution does not make it unnecessary, it prescribes the duties, terms of office, salaries and manner of election of all officers needed to carry on the State, county, and town governments.

The voters of Connecticut elect two citizens to represent the State in the Senate of the United States, as provided in the Constitution of the United States. The General Assembly divides the State into districts for the election of members of the national House of Representatives.¹ The General Assembly also groups the towns into State senatorial districts, and the counties into judicial districts.

26. The General Assembly.—The members of the General Assembly are chosen at the general State election on the Tuesday after the first Monday in November in the even-numbered years (1914–1916–1918), and serve for two years from the Wednesday after the first Monday of the following January. The General Assembly meets in regular session at the capitol in Hartford on the Wednesday after the first Monday of January following the election (1915, 1917, 1919), and usually sits for a part of each week for several months.² The governor may convene the General Assembly in extra session at other times. Members are paid a salary of \$300 for their services. They also

¹ Connecticut sends five representatives to Congress. The representative districts are composed as follows: District 1, Hartford County; District 2, Tolland, Windham, New London, and Middlesex counties; District 3, The towns of Cheshire, Meriden, Wallingford, Bethany, Hamden, North Haven, North Branford, Guilford, Madison, Woodbridge, Orange, Milford, New Haven, East Haven, and Branford in New Haven County; District 4, Fairfield County; District 5, Litchfield County and the towns of Southbury, Middlebury, Waterbury, Wolcott, Oxford, Naugatuck, Prospect, Beacon Falls, Seymour, Ansonia, and Derby in New Haven County.

² The General Assembly shall adjourn *sine die* not later than the first Wednesday after the first Monday in June following its organization.

receive from the comptroller, at state expense, railroad tickets for their use between Hartford and the home station. Other means of travel may be provided by the comptroller if necessary. The Constitution specifies who are eligible to membership in the General Assembly, but each house judges of the election and qualification of its own members, and prescribes its own rules of procedure in transacting business.¹

27. The Senate consists of thirty-five members, one from each senatorial district into which the State is divided. The senator for each district is chosen by the electors thereof to serve for two years. The lieutenant-governor of the State is *ex-officio* president of the Senate, but he is not a member of that body, and has no vote except when the Senate is equally divided on a question. The Senate has the sole power to try impeachments, and to confirm certain of the appointments made by the governor.

28. The House of Representatives at present consists of 258 members, who are chosen by the towns. Each town that in 1874 sent two of its electors as representatives still sends two members; each town that has a population of five thousand according to the United States census, sends two members; towns of less than five thousand population, unless they had two representatives in 1874, are allowed to send but one member.²

The House elects one of its members as presiding officer or speaker, who appoints the members of the House who are to serve upon the several committees. The House has the sole right to institute impeachments,³ and to propose amendments to the Constitution.⁴

29. Committees.—A large part of the legislative work is done by committees. The usual important subjects of State legislation fall into about forty-three classes or groups. For each of these groups a joint standing com-

¹ See *Article III.* with its *Amendments.* ² See *Amendment XV.*

³ See *Article IX., Section 1.*

⁴ See *Article XI.*

mittee is appointed early in the session.¹ Proposed laws are usually referred to the proper committee for consideration before they are taken up in the Assembly. The committee examines the proposed measure, and if it meets their approval they report it back, either in the original or in a modified form, and recommend its adoption; if they disapprove it, they either make no report or an adverse one. While the legislature is not bound to approve the decision of the committees, the latter really exercise a guiding power in legislation, by deciding, to a great extent, what measures shall be considered by the General Assembly. Their examination, improvement, approval or rejection, of the different bills introduced makes it possible for the legislature to transact business far more rapidly than it could otherwise be done.

30. How the Laws are Made.—The manner of making laws by the General Assembly is similar to that pursued by the Congress of the United States. A law may originate in the form of a bill in either house. Regularly this bill must be referred to the proper committee, returned therefrom, and be printed for the use of members. It must be read in each house on three different days. No bill

¹ These committees are usually composed of two senators and from two to ten or more representatives. The following committees are usually appointed, Agriculture, Appropriations, Banks, Capitol Furniture and Grounds, Cities and Boroughs, Claims, Congressional and Senatorial Districts, Constitutional Amendments, Education, Engrossed Bills, Excise, Federal Relations, Finance, Fish and Game, Forfeited Rights, Humane Institutions, Incorporations, Insurance, Judiciary, Labor, Legislative Expenses, Manufactures, Military Affairs, New Counties and County Seats, New Towns, Probate Districts, Public Health and Safety, Roads, Bridges and Rivers, Sale of Lands, Shell Fisheries, State Parks and Reservations, State Prison, Woman Suffrage, Manual and Roll, State Library, Unfinished Business, Contingent Expenses, Senate Appointments, Executive Nominations, Rules, Constitutional Amendments, Contested Elections.

may embrace more than one subject, and that subject must be expressed in its title. A bill that has passed one house may be amended or changed in the other, but it must then be returned to the house in which it originated for its concurrence. If the bill is agreed to by a majority of the members of each house it is sent to the governor. If the governor approves it he signs it, and it becomes a law; if he does not approve it he vetoes it; that is, he returns it with his objections to the house in which it originated. If both houses re-pass the bill, it becomes a law without the approval of the governor.

THE EXECUTIVE DEPARTMENT

31. The Executive Department.—According to the Constitution the executive department of Connecticut consists of a governor, lieutenant-governor, secretary of state, treasurer, and comptroller.¹ Provision has been made by the General Assembly for several other officers and boards whose duties are executive or administrative in their nature.

32. The Governor.—The supreme executive power of the State is vested by the Constitution in the governor. He has power to administer oaths, sign writs, and issue processes. He is required to see that the laws are faithfully executed. On special emergencies he may convene the General Assembly in special session, at any place in the State. He is commander-in-chief of the militia of the State; has power to grant reprieves in all cases except impeachment; may himself be impeached; has power in the matter of requisitions for criminals. All commissions must be signed by him, and he may appoint Notaries Public, and Commissioners in other States and in the

¹ See *Article IV*.

Territories. He has power to veto all bills passed by the Assembly, but his veto may be overridden by a majority vote in both houses, upon a reconsideration. Any bill not returned by him within three days, Sundays excepted, after being presented to him, becomes a law in like manner as if signed by him, unless the General Assembly by its adjournment prevents its return, in which case it does not become a law. He is required from time to time to give to the General Assembly information of the condition of the State government, and to recommend such measures as he deems expedient. He may adjourn the General Assembly in case of disagreement between the two houses, to such time as he thinks proper, not beyond the day of the next stated session. He nominates to the General Assembly the judges of the Supreme and Superior Courts, appoints one or more State Chemists, and a Dairy Commissioner, and, with the consent of the Senate, appoints the Insurance Commissioner, Railroad Commissioners, Bank Commissioners, Fish Commissioners, Board of Agriculture, Board of Charities, Harbor Commissioners, Commissioner of the Bureau of Labor Statistics, directors of the State Prison, and the members of the State Board of Health. He is, *ex officio*, a member of the State Boards of Education, of Agriculture, and of Pardons; a member of the State Library Committee; a Trustee of the Connecticut Hospital for the Insane; a member of the Corporation of Yale University; and one of the Board of Visitors to the Sheffield Scientific School.

The Governor presided over the General Assembly before it was divided into two houses in 1698; from that date until the adoption of the Constitution of 1818 he presided in the Council or upper house, with a casting vote but no veto power.

The title of His Excellency was given to the Governor by an act passed in May, 1777.

The Governor is elected to serve for two years, and receives an annual salary of \$5000.¹

33. The Lieutenant-Governor is president of the Senate, has a deciding vote therein on questions upon which the Senators are equally divided, and the right to debate when it is in committee of the whole. In case of the death, resignation, refusal to serve, impeachment, removal from office, or absence from the State of the Governor, the Lieutenant-Governor is required by the Constitution "to perform the duties of the Governor, until another be chosen at the next periodical election for Governor, and be duly qualified; or, until the Governor impeached or absent shall be acquitted or return." He is, *ex officio*, a member of the Corporation of Yale University; the State Board of Education; the Board of Visitors to the Sheffield Scientific School; and a director of the Connecticut Industrial School for Girls.

The title of His Honor was conferred upon the Lieutenant-Governor at the time of the revision of the Statutes in 1784.

He is elected to serve for two years and receives an annual salary of \$1500.

34. The Secretary of State is the custodian of all the public documents and records of the State, and particularly of the Acts and Resolutions and Orders of the General Assembly, and is required to record the same. He is the keeper of the great seal of the State, and is required by the Constitution to attest all commissions issued in the name and by the authority of the State. In his office

¹ The Executive Secretary of the governor has charge of the governor's official correspondence, and receives applications for appointments, commissions, etc. He remains at the executive office for the transaction of such business as may not require the personal attention of the governor, and to notify him of such as may need his immediate action.

are filed certificates of the organization of all corporations, and annual statements of the affairs of all joint-stock corporations. He is required to prepare and publish annually a statistical book,¹ and at the opening of each session of the General Assembly a roll and manual for its use. He superintends the publication and distribution of the laws. At the opening of every regular session of the Assembly he calls the Senate to order, and administers the official oath to the Senators present, and makes the formal proclamation at the final adjournment of the General Assembly.

He is a director, *ex officio*, of the Connecticut Industrial School for Girls, and a member of the State Board of Canvassers.

He is elected to serve for two years; his salary is \$1500 per annum.

35. The State Treasurer is the custodian of all moneys belonging to the state, and disburses the same only as he may be directed by law. All warrants or orders for the disbursement of public money must be registered in the Comptroller's office before they can be paid by the Treasurer. He is required to give bonds to the state in the sum of \$50,000, and each of his clerks in the sum of \$15,000. Annually, on or before November 1st, he is required to make a complete statement of the receipts and expenditures of the state for the fiscal year ending on the 30th of September preceding, and of its debts and credits on that day, and report the same to the Governor, who transmits the same to the General Assembly at its next session; biennially, he is required to prepare estimates of state expenditures for the ensuing two years. Mortgages to the state or to the Treasurer are released by him. He is a member of the State Board of Equalization and of the Board of Canvassers.

¹ *Register and Manual of the State of Connecticut.*

He is elected to serve for two years, and receives an annual salary of \$1500. He receives, in addition, \$1000 annually for the management of the school fund.

36. The Comptroller.—The office of Comptroller was created in 1786, by the General Assembly, by whom this officer was appointed until 1838. Since then, by the Constitutional Amendment of 1836, the Comptroller has been elected by the people, in like manner as other State officers.

Before the institution of this office, orders on the Treasurer might be drawn by the Governor, or assistants; and by justices of the peace for sums under forty shillings. The Committee of the Pay-Table, which this office superseded, was originally established to liquidate and adjust the accounts of expenses relating to the War of the Revolution.

The Comptroller is required to adjust and settle all public accounts and demands, except grants and orders of the General Assembly, and to prescribe the mode of keeping and rendering all public accounts. It is his duty to state, from time to time, the amount of debts and credits of the State, to examine into the collection of State taxes, to see that all officers engaged in their assessment or collection faithfully perform their duty, and to report to the General Assembly those who are unfaithful; to present all claims in favor of the State against estates of insolvent and deceased persons, and to bring suits for the recovery of the money and property of the State.

He has charge of the State printing, has the care of the State Capitol and grounds, and may appoint a superintendent and assistant superintendent thereof. He is required to submit to the General Assembly, at the opening of each regular session, and oftener if required, an abstract of the receipts and expenditures of the public funds for the two years ending the 30th of September preceding, and plans and estimates relating to the public expenditures, revenues, and funds.

He is, *ex officio*, one of the Auditors of the Treasurer's accounts, and a member of the State Board of Equalization and of the Board of Canvassers.

He is elected to serve for two years, and receives an annual salary of \$1500.

37. Attorney-General.—The office of Attorney-General was created by the General Assembly of 1897. The incumbent is elected by the people, in the same manner as the other State officers, and must be an attorney at law of at least ten years' active practice at the bar of this State.

His duties include a general supervision over all legal matters in which the State is an interested party, except those over which prosecuting officers have direction. He is required to appear for the State, the several other elective State officers, the State boards, commissions, agents, etc., and institutions, in all suits and other civil proceedings, excepting upon criminal recognizances and bail bonds, in which the State is a party or is interested, or in which the official acts and doings of said officers are called in question in any court or other tribunal. He is to give his opinion upon questions of law submitted to him by either branch of the General Assembly, to appear before legislative committees, when measures affecting the State treasury are pending, and take such action as he may deem to be for the best interests of the State, and act as general counsel for State officials in matters pertaining to their official duties. He makes a biennial report to the Governor.

He is chosen for a term of four years and receives a salary of \$5000.

38. Various State Commissions, Boards and Offices connected with the executive department have been created by the General Assembly from time to time, when made necessary by the increase in the population of the State or as its interests and industries increased and be-

came more diversified. All the executive officers and boards of the State are required to report to the governor, at stated times, the condition and operations of their respective departments. The more important boards and officers connected with the executive department are as follows:—

1. Compensation Commissioners.—There are five of these appointed by the governor for terms of five years at an annual salary of \$4000 each. These commissioners look into the conditions under which men and women work, and decide, under the law, what compensation the worker or family shall receive for injuries sustained while employed.

2. Insurance Commissioner.—Appointed by the governor, with the consent of the Senate, for a term of four years. It is his duty to have a general supervision over the insurance companies that transact business in the State and to see that they comply with the Connecticut insurance laws. His salary is \$3500 a year.

3. Public Utilities Commission.—This consists of three men appointed by the General Assembly on the nomination of the governor. They serve for terms of six years each, at an annual salary of \$5000. It is their duty to safeguard the public in respect to travel. For this purpose they may direct steam and trolley lines as to speed, regulations, stopping places and equipment of cars. They may order gates at crossings, and make other regulations which safety seems to require in connection with all public service.

4. Bank Commissioner.—A commissioner is appointed by the governor with the consent of the Senate, to serve for four years. It is his duty to make a semi-annual examination into the condition of every State bank, savings bank, and trust company in the State, and to exercise a general supervision over such institutions. His salary is \$5000.

5. State Board of Education.—The governor and lieutenant-governor are members *ex officio*; four other members are appointed by the General Assembly to serve for four years each. The seventh member is appointed by the governor, with the advice and consent of the senate, for terms of two years. The board appoints a secretary, an assistant secretary, a clerk, and an agent, and has supervision of the four normal schools, eight trade schools and of the public educational interests of the State.

6. Board of Pardons.—The governor is a member *ex officio*; the judges of the supreme court choose one member; and four other members are appointed by the governor, with the consent of the

Senate, to serve for four years each. The board has jurisdiction for granting commutations of punishment, and releases, conditional and absolute, from the State prison, and also commutations of the death penalty.

7. Department of Health.—A council of six members and a commissioner is appointed by the governor to serve for six years each. It is the duty of the department to enforce such measures as will prevent infectious and contagious diseases from becoming epidemic, to have general care over the public health, and supervision of the registration of marriages, births, and deaths.

8. Highway Commissioner.—Appointed by the governor, with the consent of the Senate, for four years, at an annual salary of \$5000. He has full charge of all State roads in the State.

9. State Board of Charities.—A board of five members is appointed by the governor, with the consent of the Senate, to serve for four years each. It is their duty to visit and inspect, at frequent intervals, the charitable and corrective institutions maintained or aided by the State, and to see that they are properly managed.

10. Commissioner of Labor and Factory Inspection.—Appointed by the governor, with the consent of the Senate, for a term of four years. It is his duty to "collect statistics and information upon the means of promoting the material, social, intellectual, and moral prosperity of the laboring men and women." He enforces the law in connection with the construction and management of factories. His annual salary is \$3000.

11. Board of Agriculture.—A board of thirteen members, of which the governor is president, *ex officio*, is charged with the duty of the encouragement and development of agriculture throughout the State. The board appoints three commissioners on diseases of domestic animals.

12. Dairy and Food Commissioner.—The governor appoints a Dairy and Food Commissioner for four years, at a salary of \$2000. His duties include the detection and prevention of adulterations and substitutions in dairy and food products.

13. Commissioner of Motor Vehicles.—Appointed by the governor, with the consent of the Senate, at an annual salary of \$4000 and all necessary expenses. The commissioner has charge of all motor vehicle laws of the state.

14. Commissioners of Pharmacy.—A board of five members, who examine persons desiring to practice pharmacy, and grant certificates to those found qualified. They serve for five years at an annual salary of \$300 each.

15. County Commissioners.—Three are appointed for each county by the general assembly for terms of four years.

There is also a commission on sculpture, having in charge completing the decoration of the State capitol; a State library committee; a board of arbitration; a board for the education of the blind; a board of control of the Connecticut agricultural experiment station; a soldiers' hospital board; a board of auditors of public accounts; a board of dental commissioners; four State chemists; an inspector-general of gas-meters and illuminating gas; a Tax Commissioner, State Police, a board of examiners of barbers; a commissioner of domestic animals; a State tuberculosis commission; State park commissioners; a State civil service commission; commissioners of rivers and harbors; a State board of finance; a State board of fisheries and game; besides local harbor, bridge, ferry, and turnpike commissioners.

The superintendent of State police is also State superintendent of weights and measures.



OLD-FASHIONED WOODEN BRIDGE.

THE JUDICIAL DEPARTMENT

39. The Judicial Power of the State is vested in a supreme court of errors; a superior court; courts of common pleas; city, borough, police, and town courts; courts of justices of the peace; and probate courts.

40. The Justices' Courts have jurisdiction ¹ in civil cases in which the amount involved does not exceed \$100, and may conduct trial before a jury of six men when the amount at suit exceeds twenty dollars. In criminal cases the justices' courts have jurisdiction over minor crimes and misdemeanors committed in the town in which the justice holds court and punishable by a fine of not more than twenty-five dollars or by imprisonment for not more than thirty days or both. The justice of the peace has authority to release on bail, or to commit to jail to await trial by a higher court, any person accused of having committed a serious crime. Each town may elect a number of justices of the peace equal to one-half the number of jurors to which it is legally entitled. The justice is elected for a term of two years.

41. Town, Borough, Police, and City Courts.—Town and borough courts are authorized in a few towns by special acts of the General Assembly. Their powers are generally slightly greater than those of the justices of the peace. Police courts and city courts are provided for by the charters of many cities of the State. In cities in which there is a police court, it has jurisdiction over cases of violation of city laws and ordinances. The city courts

¹ By the jurisdiction of a court is meant its authority to hear and decide cases brought before it. The jurisdiction of a court may be either original, appellate, exclusive or concurrent.

By the *original* jurisdiction of a court is meant its authority to hear and decide cases which originate or are first brought to trial in that court. By the *appellate* jurisdiction of a court is meant its authority to hear and decide cases that have been previously tried in a lower court, and which have been appealed to a higher court for further trial.

If the law provides that certain classes of suits may be begun only in a certain court, then that court has *exclusive* jurisdiction in such cases; if the suits may be begun in any one of two or more courts, then those courts have *concurrent* jurisdiction.—MILLIGAN.

have a far more extensive jurisdiction than the other inferior courts, and, though their jurisdiction varies in the different cities, in nearly every instance there is delegated to them certain powers elsewhere restricted to the superior court.

Town, borough, police, and city courts have original jurisdiction only, and their judges are not elected by the people, but appointed for terms of two years each by the General Assembly.

42. The District Court of Waterbury.—This court has jurisdiction within a district comprising the towns of Waterbury, Cheshire, Middlebury, Naugatuck, Prospect, Southbury and Wolcott, in New Haven county; and the towns of Plymouth, Thomaston, Watertown, and Woodbury, in Litchfield county. It takes the place of the former city court of Waterbury, and has many of the powers elsewhere exercised only by the courts of common pleas and the superior court. When the amount at suit exceeds \$500 its decisions are not necessarily final, but appeal may be taken to the superior court. It has appellate jurisdiction in cases coming up from the inferior courts in its district. The General Assembly appoints the judge, and his salary is \$3000 a year.

43. Courts of Common Pleas have been established in five counties: Hartford, New Haven, New London, Fairfield, and Litchfield.

In civil cases this court has original and exclusive jurisdiction in actions brought before it involving less than \$500. In civil actions involving amounts between \$500 and \$1000 it has concurrent jurisdiction with the superior court.¹

In civil cases this court has appellate jurisdiction over

¹ In Litchfield county the court of common pleas has original and exclusive jurisdiction in civil cases brought before it, when the value in controversy does not exceed \$1000.

the decisions of justices' courts, and town, borough, police and city courts in the counties in which it exists. In the counties of New Haven, New London, and Fairfield, the court of common pleas also has jurisdiction in criminal cases and appellate jurisdiction in criminal cases coming up from the inferior courts in these counties. The judges are appointed by the General Assembly for terms of four years. The course and rules of practice in the court of common pleas are in general like those before the superior court.

44. Courts of Probate.—It was the original intention to have a court of probate in each town, but more than half the towns of the State have found it to their interest to ask the General Assembly to unite them with one or more other towns in forming a probate district. The court of probate performs three different kinds of service:

1. It has general supervision over the estates of deceased persons, provides for the filing and proving of a will if one exists, grants letters of administration, requires administrators, executors, trustees, etc., to give satisfactory bonds for the faithful performance of their duties, and to render and file an account of their acts, and cares for many other things of like nature.

2. Its aid may be had in the interest of the dependent, the indigent and the insane; it appoints guardians for orphans and others needing such, legalizes the adoption of children, upon application may appoint conservators of estates, may order insane persons to be taken to the State hospital for the insane, may commit imbeciles to the school at Lakeville or Mansfield, and indigent children to the temporary home maintained by the county, and may send girls to the industrial school for girls.

3. The court of probate has jurisdiction over insolvent debtors and corporations, may appoint necessary legal agents and receivers, and may grant discharges.

The judge of probate may call to his assistance any judge of the superior court or court of common pleas. Appeal from the decisions of the judge of probate may in certain cases be made to the superior court. With the exception of justices of the peace, the judges of probate are the only judicial magistrates elected directly by the people. They are elected to serve for a term of two years.

45. The Superior Court is deemed to be open in each county daily from ten o'clock to four o'clock for certain purposes, and holds stated terms and sessions in each county for the hearing of civil and criminal cases and appeals.

In Windham, Middlesex, and Tolland counties, in which there are no courts of common pleas, the superior court has original jurisdiction in civil actions involving more than \$100. In the counties of Hartford, New Haven, New London, and Fairfield it has original jurisdiction, concurrent with the court of common pleas, in civil actions involving between \$500 and \$1000, and original and exclusive jurisdiction in cases involving more than \$1000. In Litchfield county its jurisdiction is limited to cases involving more than \$1000, except in cases of appeal.

The superior court is the most important court of the State. It has extensive original and appellate jurisdiction in criminal cases, and appellate jurisdiction in civil actions brought in most of the inferior courts of the State.

The superior court appoints for each county a clerk, and a State's attorney to prosecute criminal cases before it. The judges also appoint a coroner for each county, admit attorneys to practice law before the courts of the State, grant divorces, grant permission to individuals for change of name, and perform many other duties important for the maintenance of civil order.

The judges of the superior court, including those of the

supreme court of errors, number thirteen, and are appointed by the General Assembly upon nomination of the governor for terms of eight years. The salary is \$4000 a year, with an allowance of \$1000 additional for expenses.

46. The Supreme Court of Errors consists of a chief justice and four associates, and is the final court of appeal upon questions of law on which the lower courts have rendered judgment. In the other courts of the State a single judge presides, but in the supreme court at least three judges must be present to hear an argument, and in rendering a decision the opinion of the majority prevails.

47. The Militia.—According to the General Statutes all able-bodied male citizens of Connecticut between the ages of eighteen and forty-five years, except persons exempted by law, are enrolled in the militia. This enrolment does not entail any drill or service in time of peace, and merely implies liability to service in time of war. In place of the former commutation, or military tax, every male person between the ages of twenty-one and sixty years is now required, unless exempt,¹ to pay a personal tax of two dollars per year. This personal tax takes the place of both the poll tax and the commutation tax formerly required. The organized active militia is known as the Connecticut National Guard. It is composed of volunteers of military age, who enlist for a period of five years. There are four regiments of infantry, two separate companies, a battery of light artillery, a brigade signal corps, a machine-gun battery, and four divisions

¹ The following persons are exempt from personal tax; students in colleges and in incorporated academies; active members of fire engine, hook and ladder, and hose companies; members of fire departments who have served five consecutive years in the State and are still in the service or honorably discharged; all who have performed legal military duty within a year; all who have served faithfully for three years in the militia, and all who have served in the army or navy of the United States.

of naval militia, officered and drilled as prescribed by law. The governor is commander-in-chief of the forces of the State, except when they are called into the service of the United States. The adjutant-general appointed by the governor is the chief of the governor's staff. It is the duty of the militia, whenever summoned by the proper officers, to aid the civil authorities in suppressing tumults, riots, mobs, or other threatened or actual disturbances of order beyond the control of the ordinary officers of the peace.

48. The Revenue of the State.—In order to meet the necessary expenses connected with the administration of the State government in all its departments, there is needed an annual revenue of nearly \$12,000,000. The State obtains most of this revenue from the tax on savings banks, the tax on mutual insurance companies, the tax on street and steam railway companies, the tax on express, telegraph and telephone companies, the tax on automobiles, the inheritance tax,¹ and the direct tax upon the towns. The legislatures of 1915–17 imposed a direct tax upon the towns, amounting to \$1,750,000.

¹ **Inheritance Tax.**—A person dying and leaving property may have two classes of heirs—*direct* and *collateral*. In general terms, direct heirs are parents, husband or wife, children and grandchildren. Collateral heirs are brothers and sisters, nephews and nieces, cousins, or any other person, corporation or association. On any inheritance received by an heir a tax must be paid to the State, but with the following exception; all property passing to or held in trust for any corporation or institution located in Connecticut and receiving state aid, is exempt from inheritance tax.

CHAPTER VII

FOR GRADE VII

EDUCATION

"The success of education in Connecticut lies in the attitude of the people and the children."—CHARLES D. HINE.

49. Early Provision for Schools.—The code of 1650 required, "in order that learning may not be buried in the graves of our forefathers," that every town having fifty householders should "appoint one within the town to teach all such children as should resort to him, to read and write." When a town increased to one hundred families it was required "to set up a grammar school, the masters thereof being able to instruct youths so far that they may be fitted for the university." The same code made education compulsory to the extent of ability "perfectly to read the English tongue, and knowledge of the capital laws." New Haven in 1652 seriously agitated the question of founding a college for the colony, but the undertaking was thought at that time to be "too great a charge for this jurisdiction to undergo alone." The effect of this early movement was not lost, but resulted in the founding of Yale College in 1701.

50. The School System.—The General Assembly has by law provided the framework of a free public school system. At the head of the system is the State board of education and its secretary. The work of public education is so important and so distinct from other governmental duties that separate officers are chosen in each community to look after it. The law requires each town or

school district to provide school facilities and to maintain free schools for at least thirty-six weeks in the year.

Each district or town is left free to provide as good facilities and as much longer school term as it desires. Women may vote for school officers and appropriations.

51. District and Town Organization of Schools.—Until July, 1909, the district system prevailed in the majority of the towns of Connecticut. In such towns there were two sets of officers in charge of the schools, town officers and district officers. The town elected a board of school visitors, each member of which held office three years, the terms of one-third of the members expiring annually. The school visitors had charge of the examination of teachers, the course of study, the choice of text-books, and the making of rules and regulations for all the schools of the town. In addition to these officers, each district elected annually a district committee to have charge of the finance of the district, the care of its school property, and the appointment of its teachers. Each district usually levied its own taxes for the support of its schools, with the exception of the salary of the teacher which was paid by the town.

Districts organized under special acts of the legislature may have a board that takes the place of district committee and board of school visitors. This is called a board of education, and usually includes a town.¹

52. Town Management.—Beginning July 15, 1909, by special act of the legislature, every town in the state not having within its limits a city, or borough, or district organized by legislature, was required to establish town management of schools.

Several towns having a borough or city have voted for town management so that there are less than ten towns in the state still retaining the district system.

¹ Town of Prospect is one example of this.

Under town management all the schools of the town are under the direction of the so-called town school committee, and no school visitors or district committee are elected. Appropriations for the support of the schools may then be made at town meeting. This plan of managing the schools has resulted in better and more uniform advantages for the children in the schools, and greater progress has been made in these towns during the last five years than during the previous ten years.

53. Free Text-books.—In 1907 the legislature voted that any town, at its annual town meeting, might direct its town school committee, board of school visitors, or board of education to purchase text-books and other school supplies and loan them to the pupils free of charge. One hundred thirty-seven towns supply free text-books under this vote.

54. Support of Schools.—The public schools of the State are supported principally by direct taxes laid for that purpose in each town or district. In towns not sparsely settled the annual expenditure for schools ordinarily exceeds that for any other single purpose. Besides the amount raised by local tax, the State allows the towns \$1.50 annually toward the education of each child enumerated between the ages of four and sixteen years. The sum of seventy-five cents for each such child is also received from the school fund, and there is a small revenue from the income of the town deposit fund.¹

55. Compulsory Education.—The importance of education to the welfare of the state is so great that the law compels parents to have their children educated.

¹ The town deposit fund dates from 1837, when the United States divided its surplus revenue among the States. Connecticut deposited her share with the towns, with the requirement that the income should be expended for the support of schools.

56. Instruction, Attendance and Employment of Children.**DUTY OF PARENTS**

The law requires that parents and others, who have the control of children over seven and under sixteen years of age, whose physical or mental condition is not such as to render their instruction inexpedient or impracticable, shall cause them to attend school or to be elsewhere instructed regularly during the hours and terms while the public schools of the districts in which they reside are in session.

The sole legal exception to this is that children between fourteen and sixteen years of age may be employed under the conditions outlined below. But every child must be regular in attendance, while enrolled as a scholar and must conform to all the rules of the school regarding attendance.

The penalty for each week's failure to send the child regularly is a fine not exceeding five dollars. But this penalty is not incurred when it appears that the child has no clothing suitable for school, and that the parent or person having control of the child is unable to provide such clothing.

State and town school officers may notify parents and guardians if their children fourteen or fifteen years of age have not had sufficient schooling, that such children must continue to attend school. The penalty for failing to comply with such notice is the same as the penalty for failing to cause a child under fourteen years of age to attend school.

Any person who employs a child under fourteen during school hours or authorizes or permits a child to be so employed may be fined twenty dollars.

DESTITUTE CHILDREN

When children under sixteen years of age have no clothing suitable for school, or are otherwise unprovided for,

and their parents or others having control of them are unable to provide for them, the selectmen of the town should furnish assistance or the children should be committed to the county temporary home.

TARDINESS

The law requires **regular attendance during the hours while the schools are in session**. Therefore, if a child is absent at the opening of the sessions, or is withdrawn before the close of the sessions, the parent may incur the above named penalty—five dollars for every week of irregular attendance.

TRUANCY

When children under sixteen years of age are sent to school by their parents or others who have the care of them, but fail to go, they are disobedient and truant, and may be committed at once to the **Connecticut school for boys**, or to the **Connecticut industrial school for girls**.

EMPLOYMENT OF CHILDREN

No child under fourteen years of age shall be employed at any time in any mechanical, mercantile, or manufacturing establishment.

The penalty for violation of this law is a fine not exceeding one hundred dollars in each case.

The law enacted by the Legislature of 1911 and in force on and after September 1, 1911, requires the employer of any child under sixteen years of age to obtain and keep on file a certificate showing the age of the child and signed by the secretary or an agent of the State board of education.

The penalty for violation of this law is a fine not exceeding one hundred dollars in each case.

The fact that an employer believes a child to be over

sixteen years of age is no defence if it is proved that the child is under sixteen years of age.

After September 1, 1911, no employment certificate of any description whatsoever, except the certificate of the State board of education, may be accepted by any employer.

The certificate will be issued to the employer in each case and *must be filed by him when employment begins and not at some time later.*

The employer receiving the certificat  should promptly notify the State board of education on a printed form furnished by the board stating the time when employment of the child commences and if the employment terminates before the child is sixteen years of age a notice of the date of termination of employment must be sent.

Failure to give the notifications above described involves a fine not exceeding ten dollars in each case.

No authority other than the State board of education can issue a legal employment certificate on and after September 1, 1911.

The state sends truant agents to any town to look up cases of illegal absence at the request of the teacher or principal. Towns may appoint local truant agents.

57. Academies.—After the close of the Revolutionary War education at public expense declined and private schools were started. Among these were the academies. These were schools corresponding in a measure to the present high schools. They were supported by tuition and other private sources. The special work of these schools was to prepare for college. There were some forty of these in Connecticut. Among the more famous were the Plainfield Academy, the Woodstock Academy, and Bacon Academy. Of these academies a number were endowed and are still in a flourishing condition. The following are approved by the Connecticut State Board of



PLAINFIELD ACADEMY, PLAINFIELD, CONN.

Education for the attendance of non-resident scholars: Clinton, Norwich, Winchester, and Woodstock.

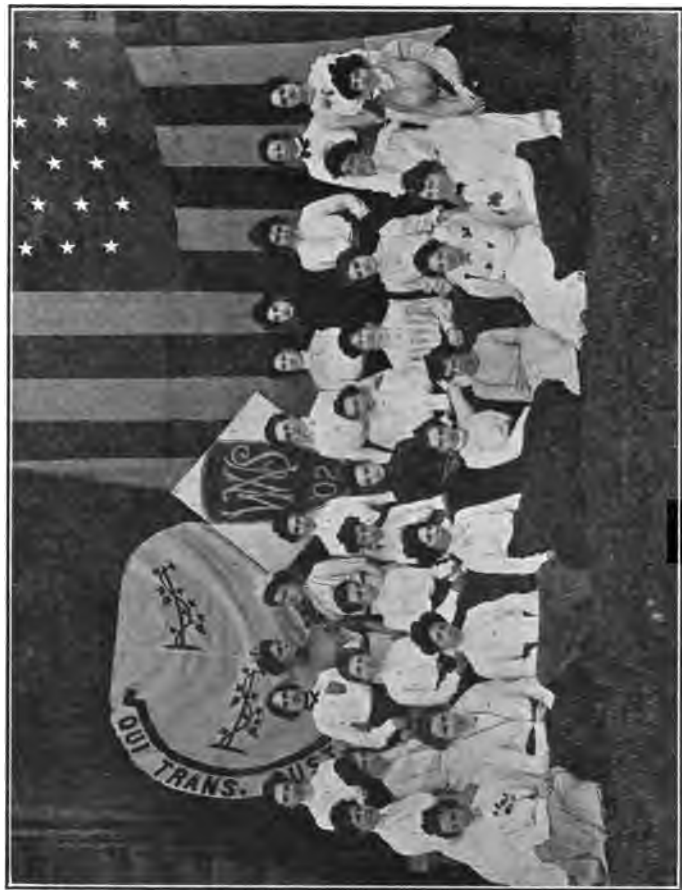
58. High Schools.—The state does not require any town to maintain schools above the elementary grade. But any town may vote to establish a high school, and such schools are now maintained in nearly half the towns of the state.¹

The state has made it possible, by the following acts, the first passed in 1897, and the second in 1903, for every child qualified therefor to secure a high school education, in addition to the grammar school education formerly provided for:—

§ 72. "Any town in which a high school is not maintained shall pay the whole or any part of the tuition fee of any child who resides with his parents or guardian in said town, and who, with the written consent of the school visitors, or town school committee, attends a high school in another town, *provided* that the high school shall be approved by the state board of education. Such tuition fees shall be paid annually by the town treasurer upon the order of the chairman of the board of school visitors or town school committee." Ninety towns took advantage of this law in 1916.

§ 76. "Any town in which a high school is not maintained shall pay the reasonable and necessary cost of railway or other transportation of any child who resides with his parents or guardian in said town and who, with the written consent of the school visitors or town school committee, attends a high school in another town; *provided*, that such high school be approved by the state board of education. Such necessary and reasonable cost of railway or other transportation shall be paid annually by the town treasurer upon the order of the chairman of

¹ There were seventy high schools in the state, 1917.



WILLIMANTIC NORMAL SCHOOL GIRLS READY TO BECOME TEACHERS.

the board of school visitors, board of education, or town school committee.

"A certain part of the tuition and transportation paid by the town is paid back to the town by the state."

59. Normal Schools.—Under the able leadership of Henry Barnard the State established its first normal school in New Britain, in 1850, for the purpose of training teachers for the common schools. A second school was established at Willimantic in 1889, a third at New Haven in 1893, and a fourth at Danbury in 1903. These four normal schools enroll over 800 pupils and graduate yearly about 300 teachers.

60. Trade Schools.—The State maintains eight trade schools located at Bridgeport, New Haven, New Britain, Putnam, Waterbury, South Manchester, Torrington and Hartford. There are both day and evening classes. The regular trades, as machine work, carpentry work, sewing, plumbing, and printing, are taught.

61. Evening Schools.—These are conducted in about fifty towns with an enrollment of over 12,000 pupils.

62. Colleges.—The State controls and, in part, supports the Storrs Agricultural College. Yale College was founded in 1701 and its charter is confirmed by the Constitution of the State.¹ Trinity College (formerly Washington College) at Hartford was chartered in 1823. In 1831 Wesleyan University at Middletown secured an act of incorporation. The ample opportunities for higher education have had a marked effect upon the culture of the people of the State. In 1911 a charter was granted to establish a woman's college at New London. This college opened in 1914 under Dr. F. H. Sykes as president.

63. Free Public Libraries.—Public libraries are as needful for general education as are schools. Connecticut

¹ See *Article VIII*.



A VILLAGE SCHOOL.
Showing transportation of children to the central village school.

authorizes their establishment in every town, and the State will give the sum of two hundred dollars for the purchase of books to any town that will devote a like sum to the purpose and maintain a free public library. There is a library in nearly every town. In addition, in 1895 the legislature voted to give every free public library an annual sum of one hundred dollars, provided the State be allowed a voice in the selection of books.

64. State Supervision of Public Schools.—State supervision of schools in the small towns of Connecticut began in 1903 with eight towns having less than ten teachers each. There were then four State supervisors, one-fourth the amount of their salaries being paid by the towns and three-fourths by the State. There are now about one hundred towns under State supervision, and about thirty-six supervisors, more than 1000 teachers and 25,000 children. Any town in the state having twenty teachers or less may have state supervision free, the salary of the state supervising agent being paid in full by the State.

These State agents visit each school twice in each month for supervision and inspection. They co-operate with the local school officers in an effort to maintain the best schools possible. They have full charge, under the State, of the course of study and the methods of instruction. The work of these agents has materially aided the progress of the village and rural schools of the State.

The work in State supervision has been ably organized and directed by Charles D. Hine, Secretary of the Connecticut State Board of Education from 1883 to the present time.

65. State Institutions.—Many things, if left to individuals, are not well done, especially if not financially profitable, so, as time passes on, more and more is assumed by the State, particularly in the way of promoting education and in caring for persons feeble in mind or body. The



NORMAL SCHOOL AT WILLIMANTIC, CONN.]

following is a partial list of the present state institutions:

1. Education:

Normal Schools:

New Britain.

New Haven.

Willimantic.

Danbury.

College:

The Connecticut Agricultural College at Storrs.

Trade Schools:

Bridgeport.

Putnam.

New Haven.

Pupils in attendance at these schools have no tuition to pay.

2. Persons Feeble in Mind or not in Right Control of Actions.

Prison:

State Prison at Wethersfield.

Reform Schools:

Connecticut School for Boys at Meriden.

Connecticut Industrial School for Girls at Middletown.

Connecticut Reformatory at Cheshire.

Hospitals:

For Insane at Middletown and at Norwich.

For Tuberculosis at Norwich and Meriden.

Specific Schools:

For Imbeciles at Lakeville and Mansfield.

For Epileptics at Mansfield.

3. Soldiers' Home at Noroton Heights.



STATE LIBRARY, HARTFORD, CONN.
This is State property.

Other State institutions are the armories located as follows:—

Hartford.

New Haven.

Willimantic.

Waterbury.

Besides these there is the capitol building at Hartford in which are located most of the State departments and in which the State Legislature meets each two years. Here many relics of the history of Connecticut are kept. This building is open to visitors on all days except holidays. There are guides who conduct parties through the building.

Across from the Capitol Building is the new State Library. This is free to anyone.

Most cities of the State maintain hospitals where people of no means may be cared for at public expense.

There are, in addition, homes for the old, the deaf, and the blind. There are asylums for orphans, county homes, and in Hartford there is the Children's Aid Society.

There are other organizations in the State such as the State Grange, Connecticut Historical Society, Connecticut Humane Society, Connecticut Pomological Society, Connecticut Poultry Association, Connecticut Temperance Union, Department of the Connecticut Grand Army of the Republic, and a number of others.

66. The United States Government owns forts at New London and Groton. It has charge of the lighthouses at New London, Saybrook and at other points along the coast. The United States Government has full control of all postoffices, the conveying of all mail, and of the rural delivery routes. The salaries of all people connected with the handling of the mails is paid by the United States Government out of the proceeds from stamps cancelled.

67. Indians.—There are several Indian reservations near Norwich and New London. Indians have the right

in Connecticut to camp close beside any stream in the State that will float a canoe.



TRANSPORTATION BY STEAM.

The 11.20 train at Plainfield, Conn.

68. Means of Communication.—The postal service, operated by the United States government, as has been mentioned; the telegraph and telephone service, and the newspapers. These last are owned and directed by private concerns. Wireless service is coming into use to a limited extent in Connecticut.

69. Transportation.—This is carried on by horse, steam, trolley and auto, on the land, and by boats on the

water. There are but three water ways that are very useful to Connecticut, namely, the Sound, the Connecticut, and the Thames River.



Photo by L. S. Mills.

PLAINFIELD HOTEL, PLAINFIELD, CONN.

Washington and Lafayette were here at times during the Revolutionary War.

Before the steam engine was invented, and in use, stages ran between the principal cities of Connecticut and between New York and Boston, and Providence and Hartford. Along these routes were famous inns or hotels. The one at Farmington and the one at Plainfield are still used as hotels.

State roads, or trunk lines, now run between nearly all the principal cities of Connecticut. These lines are built and repaired under the direction of the State. Along these hard, smooth roads, pleasure cars carry people from every State in the Union, and heavy trucks carry merchandise. Nearly every farmer owns an auto which is used for business even more than for pleasure. In many towns and villages the children and sometimes the teachers are taken to and from the consolidated schools daily in school motor cars.

CHAPTER VIII
FOR GRADE VII
CONSTITUTION OF THE STATE OF CONNECTICUT

AS AMENDED AND IN FORCE JANUARY 1, 1917.

[The Constitution of Connecticut was ratified and approved by the people by a vote of thirteen thousand nine hundred and eighteen in its favor, and twelve thousand three hundred and sixty-four against its ratification. On the twelfth of October, eighteen hundred and eighteen, Governor Wolcott issued his proclamation, at the request of the General Assembly, declaring that the Constitution was thenceforth to be observed by all persons, *as the Supreme Law of this State.*]

"It was reserved to the infant colony on the Connecticut, only three years after the settlement, to model the first properly American constitution."—HORACE BUSHNELL.

PREAMBLE.

THE people of Connecticut, acknowledging with gratitude the good providence of God in having permitted them to enjoy a free government, do, in order more effectually to define, secure and perpetuate the liberties, rights, and privileges which they have derived from their ancestors, hereby, after a careful consideration and revision, ordain and establish the following Constitution and form of civil government:

ARTICLE A.

DECLARATION OF RIGHTS.

That the great and essential principles of liberty and free government may be recognized and established,

WE DECLARE,

SECTION 1. That all men, when they form a social compact, are equal in rights; and that no man or set of men are entitled to exclusive public emoluments or privileges from the community.

SEC. 2. That all political power is inherent in the people, and

all free governments are founded on their authority, and instituted for their benefit; and that they have at all times an undeniable and indefeasible right to alter their form of government in such a manner as they may think expedient.

SEC. 3. The exercise and enjoyment of religious profession and worship, without discrimination, shall forever be free to all persons in this State, provided that the right hereby declared and established shall not be so construed as to excuse acts of licentiousness, or to justify practices inconsistent with the peace and safety of the State.

SEC. 4. No preference shall be given by law to any Christian sect or mode of worship.

SEC. 5. Every citizen may freely speak, write, and publish his sentiments on all subjects, being responsible for the abuse of that liberty.

SEC. 6. No law shall ever be passed to curtail or restrain the liberty of speech or of the press.

SEC. 7. In all prosecutions or indictments for libels, the truth may be given in evidence, and the jury shall have the right to determine the law and the facts, under the direction of the court.

SEC. 8. The people shall be secure in their persons, houses, papers, and possessions from unreasonable searches or seizures, and no warrant to search any place, or to seize any person or things, shall issue without describing them as nearly as may be, nor without probable cause supported by oath or affirmation.

SEC. 9. In all criminal prosecutions, the accused shall have a right to be heard by himself and by counsel; to demand the nature and cause of the accusation; to be confronted by the witnesses against him; to have compulsory process to obtain witnesses in his favor; and in all prosecutions, by indictment or information, a speedy public trial by an impartial jury. He shall not be compelled to give evidence against himself, nor be deprived of life, liberty, or property, but by due course of law. And no person shall be holden to answer for any crime, the punishment of which may be death or imprisonment for life, unless on a presentment or indictment of a grand jury; except in the land or naval forces, or in the militia when in actual service in time of war or public danger.

SEC. 10. No person shall be arrested, detained, or punished, except in cases clearly warranted by law.

SEC. 11. The property of no person shall be taken for public use without just compensation therefor.

SEC. 12. All courts shall be open, and every person, for an in-

jury done to him in his person, property, or reputation, shall have remedy by due course of law, and right and justice administered without sale, denial, or delay.

SEC. 13. Excessive bail shall not be required, nor excessive fines imposed.

SEC. 14. All prisoners shall, before conviction, be bailable by sufficient sureties, except for capital offences, where the proof is evident, or the presumption great; and the privileges of the writ of *habeas corpus* shall not be suspended, unless when, in case of rebellion or invasion, the public safety may require it; nor in any case, but by the legislature.

SEC. 15. No person shall be attainted of treason or felony by the legislature.

SEC. 16. The citizens have a right, in a peaceable manner, to assemble for their common good, and to apply to those invested with the powers of government, for redress of grievances, or other proper purposes, by petition, address, or remonstrance.

SEC. 17. Every citizen has a right to bear arms in defence of himself and the State.

SEC. 18. The military shall, in all cases and at all times, be in strict subordination to the civil power.

SEC. 19. No soldier shall, in time of peace, be quartered in any house without the consent of the owner; nor in time of war but in a manner to be prescribed by law.

SEC. 20. No hereditary emoluments, privileges, or honors shall ever be granted or conferred in this State.

SEC. 21. The right of trial by jury shall remain inviolate.

ARTICLE II.

OF THE DISTRIBUTION OF POWERS.

The powers of government shall be divided into three distinct departments, and each of them confided to a separate magistracy, to wit: those which are legislative, to one; those which are executive, to another; and those which are judicial, to another.

ARTICLE III.

OF THE LEGISLATIVE DEPARTMENT.

SECTION 1. The legislative power of this State shall be vested in two distinct houses or branches; the one to be styled THE SENATE, the other THE HOUSE OF REPRESENTATIVES, and both together THE GENERAL ASSEMBLY. The style of their laws

shall be, *Be it enacted by the Senate and House of Representatives in General Assembly convened.*

SEC. 2. There shall be one stated session of the General Assembly, to be holden in each year, alternately at Hartford and New Haven, on the first Wednesday of May,¹ and at such other times as the General Assembly shall judge necessary; the first session to be holden at Hartford; but the person administering the office of Governor may, on special emergencies, convene the General Assembly at either of said places, at any other time. And in case of danger from the prevalence of contagious diseases in either of said places, or other circumstances, the person administering the office of Governor may by proclamation convene said Assembly at any other place in this State.

SEC. 3. The House of Representatives shall consist of electors residing in towns from which they are elected. The number of Representatives from each town shall be the same as at present practiced and allowed. In case a new town shall hereafter be incorporated, such new town shall be entitled to one representative only;² and if such new town shall be made from one or more towns, the town or towns from which the same shall be made shall be entitled to the same number of Representatives as at present allowed, unless the number shall be reduced by the consent of such town or towns.

SEC. 4. The Senate shall consist of twelve members, to be chosen annually by the electors.³

SEC. 5. At the meetings of the electors, held in the several towns in this State in April annually, after the election of Representatives, the electors present shall be called upon to bring in their written ballots for Senators.⁴ The presiding officer shall receive the votes of the electors, and count and declare them in open meeting. The presiding officer shall also make duplicate lists of the persons voted for, and of the number of votes for each, which shall be certified by the presiding officer; one of which lists shall be delivered to the Town Clerk, and the other, within ten days after said meeting, shall be delivered, under seal, either to the Secretary or to the sheriff of the county in which said town is situated; which list shall be directed to the Secretary, with a superscription expressing the purport of the contents thereof; and each sheriff who shall receive such votes shall, within fifteen days after said meeting, deliver, or cause them to be delivered, to the Secretary.

¹ Altered by amendments of 1873, 1875, 1876, and 1884.

² Altered by amendments of 1874 and 1876.

³ Altered by amendments of 1828, 1836, and 1875.

⁴ Altered by amendments of 1836, 1875, 1884, and 1901.

SEC. 6. The Treasurer, Secretary, and Comptroller, for the time being, shall canvass the votes publicly. The twelve persons having the greatest number of votes for Senators shall be declared to be elected.¹ But in cases where no choice is made by the electors in consequence of an equality of votes, the House of Representatives shall designate, by ballot, which of the candidates having such equal number of votes shall be declared to be elected. The return of votes, and the result of the canvass, shall be submitted to the House of Representatives, and also to the Senate, on the first day of the session of the General Assembly; and each house shall be the final judge of the election, returns, and qualifications of its own members.

SEC. 7. The House of Representatives, when assembled, shall choose a speaker, clerk, and other officers. The Senate shall choose its clerk and other officers except the President. A majority of each House shall constitute a quorum to do business; but a smaller number may adjourn from day to day, and compel the attendance of absent members in such manner, and under such penalties, as each House may prescribe.

SEC. 8. Each House shall determine the rules of its own proceedings, punish members for disorderly conduct, and, with the consent of two-thirds, expel a member, but not a second time for the same cause; and shall have all other powers necessary for a branch of the legislature of a free and independent State.

SEC. 9. Each House shall keep a journal of its proceedings, and publish the same, when required by one-fifth of its members, except such parts as, in the judgment of a majority, require secrecy. The yeas and nays of the members of either House shall, at the desire of one-fifth of those present, be entered on the journals.

SEC. 10. The Senators and Representatives shall, in all cases of civil process, be privileged from arrest during the session of the General Assembly, and for four days before the commencement and after the termination of any session thereof. And for any speech or debate in either House, they shall not be questioned in any other place.

SEC. 11. The debates of each House shall be public, except on such occasions as, in the opinion of the House, may require secrecy.

ARTICLE IV.

OF THE EXECUTIVE DEPARTMENT.

SECTION 1. The supreme executive power of the State shall be vested in a Governor, who shall be chosen by the electors of the

¹ Altered by amendments of 1828 and 1875.

State, and shall hold his office for one year from the first Wednesday of May¹ next succeeding his election, and until his successor be duly qualified. No person who is not an elector of this State, and who has not arrived at the age of thirty years, shall be eligible.

SEC. 2. At the meetings of the electors in the respective towns, in the month of April in each year,¹ immediately after the election of Senators, the presiding officers shall call upon the electors to bring in their ballots for him whom they would elect to be Governor, with his name fairly written. When such ballots shall have been received and counted in the presence of the electors, duplicate lists of the persons voted for, and of the number of votes given for each, shall be made and certified by the presiding officer, one of which lists shall be deposited in the office of the Town Clerk within three days, and the other within ten days, after said election, shall be transmitted to the Secretary, or to the sheriff of the county in which such election shall have been held. The sheriff receiving said votes shall deliver, or cause them to be delivered, to the Secretary within fifteen days next after said election. The votes so returned shall be counted by the Treasurer, Secretary, and Comptroller, within the month of April.² A fair list of the persons and number of votes given for each, together with the returns of the presiding officers, shall be, by the Treasurer, Secretary, and Comptroller, made and laid before the General Assembly, then next to be holden, on the first day of the session thereof; and said Assembly shall, after examination of the same, declare the person whom they shall find to be legally chosen, and give him notice accordingly. If no person shall have a majority of the whole number of said votes, or if two or more shall have an equal and the greatest number of said votes, then said Assembly, on the second day of their session, by joint ballot of both Houses, shall proceed, without debate, to choose a Governor from a list of the names of the two persons having the greatest number of votes, or of the names of the persons having an equal and highest number of votes so returned as aforesaid. The General Assembly shall by law prescribe the manner in which all questions concerning the election of a Governor or Lieutenant-Governor shall be determined.

SEC. 3. At the annual meetings of the electors, immediately after the election of Governor, there shall also be chosen, in the same manner as is hereinbefore provided for the election of Governor, a Lieutenant-Governor,³ who shall continue in office for the same time, and possess the same qualifications.

¹ Made to apply to biennial elections by amendments of 1875 and 1884.

² Altered by amendments of 1875, 1901. ³ Altered by amendments of 1875 and 1884.

SEC. 4. The compensations of the Governor, Lieutenant-Governor, Senators, and Representatives shall be established by law, and shall not be varied so as to take effect until after an election, which shall next succeed the passage of the law establishing said compensations.¹

SEC. 5. The Governor shall be Captain-General of the militia of the State, except when called into the service of the United States.

SEC. 6. He may require information in writing from the officers in the executive department, on any subject relating to the duties of their respective offices.

SEC. 7. The Governor, in case of a disagreement between the two Houses of the General Assembly respecting the time of adjournment, may adjourn them to such time as he shall think proper, not beyond the day of the next stated session.

SEC. 8. He shall, from time to time, give to the General Assembly information of the state of the government, and recommend to their consideration such measures as he shall deem expedient.

SEC. 9. He shall take care that the laws be faithfully executed.

SEC. 10. The Governor shall have power to grant reprieves after conviction, in all cases except those of impeachment, until the end of the next session of the General Assembly, and no longer.

SEC. 11. All commissions shall be in the name and by authority of the State of Connecticut; shall be sealed with the State seal, signed by the Governor, and attested by the Secretary.

SEC. 12. Every bill which shall have passed both Houses of the General Assembly shall be presented to the Governor. If he approves, he shall sign and transmit it to the Secretary, but if not he shall return it to the House in which it originated, with his objections, which shall be entered on the journals of the House; who shall proceed to reconsider the bill. If, after such reconsideration, that House shall again pass it, it shall be sent, with objections, to the other House, which shall also reconsider it. If approved, it shall become a law. But in such cases the votes of both Houses shall be determined by yeas and nays; and the names of the members voting for and against the bill shall be entered on the journals of each House respectively. If the bill shall not be returned by the Governor within three days, Sundays excepted, after it shall be presented to him, the same shall be a law, in like manner as if he had signed it; unless the General Assembly, by their

¹ Affirmed by amendment of 1877.

adjournment, prevents its return ; in which case it shall not be a law.

SEC. 13. The Lieutenant-Governor shall, by virtue of his office, be President of the Senate, and have, when in Committee of the Whole, a right to debate ; and when the Senate is equally divided, to give the casting vote.

SEC. 14. In case of the death, resignation, refusal to serve, or removal from office of the Governor, or of his impeachment or absence from the State, the Lieutenant-Governor shall exercise the powers and authority appertaining to the office of Governor, until another be chosen at the next periodical election for Governor, and be duly qualified ; or until the Governor, impeached or absent, shall be acquitted or return.¹

SEC. 15. When the government shall be administered by the Lieutenant-Governor, or he shall be unable to attend as President of the Senate, the Senate shall elect one of their members as President *pro tempore*. And if during the vacancy of the office of Governor the Lieutenant-Governor shall die, resign, refuse to serve, or be removed from office, or if he shall be impeached or absent from the State, the President of the Senate *pro tempore* shall, in like manner, administer the government, until he be superseded by a Governor or Lieutenant-Governor.

SEC. 16. If the Lieutenant-Governor shall be required to administer the Government, and shall, while in such administration, die or resign during the recess of the General Assembly, it shall be the duty of the Secretary, for the time being, to convene the Senate for the purpose of choosing a President *pro tempore*.

SEC. 17. A Treasurer shall annually be chosen by the electors at their meeting in April ;² and the votes shall be returned, counted, canvassed, and declared in the same manner as is provided for the election of Governor and Lieutenant-Governor, but the votes for Treasurer shall be canvassed by the Secretary and Comptroller only. He shall receive all moneys belonging to the State, and disburse the same only as he may be directed by law. He shall pay no warrant or order for the disbursement of public money, until the same has been registered in the office of the Comptroller.

SEC. 18. A Secretary shall be chosen next after the Treasurer, and in the same manner ;² and the votes for Secretary shall be returned to, and counted, canvassed, and declared by the Treasurer and Comptroller. He shall have the safe-keeping and custody of the public records and documents, and particularly of the Acts, Resolutions, and orders of the General Assembly, and record the

¹ Altered by amendment of 1901.

² Altered by amendments of 1836, 1875, 1884, and 1901

same; and perform all such duties as shall be prescribed by law. He shall be the keeper of the seal of the State, which shall not be altered.

SEC. 19. A Comptroller of the Public Accounts shall be annually appointed by the General Assembly.¹ He shall adjust and settle all public accounts and demands, except grants and orders of the General Assembly. He shall prescribe the mode of keeping and rendering all public accounts. He shall *ex-officio* be one of the auditors of the accounts of the Treasurer. The General Assembly may assign to him other duties in relation to his office, and to that of the Treasurer, and shall prescribe the manner in which his duties shall be performed.

SEC. 20. A sheriff shall be appointed in each county by the General Assembly,² who shall hold his office for three years,³ removable by said Assembly, and shall become bound, with sufficient sureties to the Treasurer of the State, for the faithful discharge of the duties of his office, in such manner as shall be prescribed by law. In case the sheriff of any county shall die or resign, the Governor may fill the vacancy occasioned thereby, until the same shall be filled by the General Assembly.

SEC. 21. A statement of all receipts, payments, funds, and debts of the State, shall be published from time to time, in such manner and at such periods as shall be prescribed by law.

ARTICLE V.

OF THE JUDICIAL DEPARTMENT.

SECTION 1. The judicial power of the State shall be vested in a Supreme Court of Errors, a Superior Court, and such inferior courts as the General Assembly shall, from time to time, ordain and establish; the powers and jurisdiction of which courts shall be defined by law.

SEC. 2. There shall be appointed in each county a sufficient number of justices of the peace, with such jurisdiction in civil and criminal cases as the General Assembly may prescribe.

SEC. 3. The Judges of the Supreme Court of Errors, of the Superior and Inferior courts, and all justices of the peace, shall be appointed by the General Assembly, in such manner as shall by law be prescribed.⁴ The Judges of the Supreme Court and the Superior Court shall hold their offices during good behavior,⁵ but may be removed by impeachment; and the Governor shall also

¹ Altered by amendments of 1836, 1875, and 1884.

² Altered by amendment of 1838.

⁴ Altered by amendments of 1850 and 1880.

⁵ Altered by amendment of 1886.

⁶ Altered by amendment of 1856.

remove them on the address of two-thirds of the members of each House of the General Assembly ; all other judges and justices of the peace shall be appointed annually.¹ No judge or justice of the peace shall be capable of holding his office after he shall arrive at the age of seventy years.

ARTICLE VI.

OF THE QUALIFICATIONS OF ELECTORS.

SECTION 1. All persons who have been, or shall hereafter, previous to the ratification of this Constitution, be admitted freemen, according to the existing laws of this State, shall be electors.

SEC. 2. Every white² male citizen of the United States, who shall have gained a settlement in this State, attained the age of twenty-one years and resided in the town in which he may offer himself to be admitted to the privilege of an elector, at least six months preceding ; and have a freehold estate of the yearly value of seven dollars in this State ; or, having been enrolled in the militia, shall have performed military duty therein for the term of one year next preceding the time he shall offer himself for admission,³ or being liable thereto shall have been, by authority of law, excused therefrom ; or shall have paid a State tax within the year next preceding the time he shall present himself for such admission,³ and shall sustain a good moral character, shall, on his taking such oath as may be prescribed by law,⁴ be an elector.

SEC. 3. The privileges of an elector shall be forfeited by a conviction of bribery, forgery, perjury, duelling, fraudulent bankruptcy, theft, or other offence for which an infamous punishment is inflicted.⁵

SEC. 4. Every elector shall be eligible to any office in the State, except in cases provided for in this Constitution.

SEC. 5. The selectmen and town clerk of the several towns shall decide on the qualifications of electors, at such times and in such manner as may be prescribed by law.

SEC. 6. Laws shall be made to support the privilege of free suffrage, prescribing the manner of regulating and conducting meetings of the electors, and prohibiting, under adequate penalties, all undue influence therein, from power, bribery, tumult, and other improper conduct.

SEC. 7. In all elections of officers of the State, or members of the General Assembly, the votes of the electors shall be by ballot.

¹ Altered by amendments of 1850 and 1876.

² Altered by amendments of 1845 and 1876.

³ Altered by amendments of 1845 and 1855.

⁴ See amendment of 1911-12.

⁵ May be restored, amendment Article XVII.

SEC. 8. At all elections of officers of the State, or members of the General Assembly, the electors shall be privileged from arrest during their attendance upon, and going to, and returning from the same, on any civil process.

SEC. 9. The meetings of the electors for the election of the several State officers by law annually to be elected, and members of the General Assembly of this State, shall be holden on the first Monday of April in each year.¹

ARTICLE VII.

OF RELIGION.

SECTION 1. It being the duty of all men to worship the Supreme Being, the Great Creator and Preserver of the Universe, and their right to render that worship in the mode most consistent with the dictates of their consciences, no person shall by law be compelled to join or support, nor be classed with, or associated to, any congregation, church, or religious association. But every person now belonging to such congregation, church, or religious association, shall remain a member thereof until he shall have separated himself therefrom in the manner hereinafter provided. And each and every society or denomination of Christians in this State shall have and enjoy the same and equal powers, rights, and privileges; and shall have power and authority to support and maintain the ministers or teachers of their respective denominations, and to build and repair houses for public worship by a tax on the members of any such society only, to be laid by a major vote of the legal voters assembled at any society meeting, warned and held according to law, or in any other manner.

SEC. 2. If any person shall choose to separate himself from the society or denomination of Christians to which he may belong, and shall leave a written notice thereof with the clerk of such society, he shall thereupon be no longer liable for any future expenses which may be incurred by said society.

ARTICLE VIII.

OF EDUCATION.

SECTION 1. The charter of Yale College, as modified by agreement with the corporation thereof, in pursuance of an Act of the General Assembly, passed in May, 1792, is hereby confirmed.

SEC. 2. The fund called the SCHOOL FUND shall remain a per-

¹ Altered by amendments of 1875 and 1884.

petual fund, the interest of which shall be inviolably appropriated to the support and encouragement of the public or common schools throughout the State, and for the equal benefit of all the people thereof. The value and amount of said fund shall, as soon as practicable, be ascertained in such manner as the General Assembly may prescribe, published, and recorded in the Comptroller's office, and no law shall ever be made authorizing said fund to be diverted to any other use than the encouragement and support of public or common schools, among the several school societies, as justice and equity shall require.

ARTICLE IX.

OF IMPEACHMENTS.

SECTION 1. The House of Representatives shall have the sole power of impeaching.

SEC. 2. All impeachments shall be tried by the Senate. When sitting for that purpose, they shall be on oath or affirmation. No person shall be convicted without the concurrence of two-thirds of the members present. When the Governor is impeached, the Chief Justice shall preside.

SEC. 3. The Governor, and all other executive and judicial officers, shall be liable to impeachment; but judgments in such cases shall not extend further than to removal from office and disqualification to hold any office of honor, trust, or profit under this State. The party convicted shall, nevertheless, be liable and subject to indictment, trial, and punishment according to law.

SEC. 4. Treason against the State shall consist only in levying war against it, or adhering to its enemies, giving them aid and comfort. No person shall be convicted of treason unless on the testimony of two witnesses to the same overt act, or on confession in open court. No conviction of treason or attainder shall work corruption of blood or forfeiture.

ARTICLE X.

GENERAL PROVISIONS.

SECTION 1. Members of the General Assembly, and all officers, executive and judicial, shall, before they enter on the duties of their respective offices, take the following oath or affirmation, to wit:

You do solemnly swear, or affirm (as the case may be), that you will support the Constitution of the United States, and the Constitution of the State of Connecticut, so long as you continue a citizen

thereof; and that you will faithfully discharge, according to law, the duties of the office of _____ to the best of your abilities. So help you God.

SEC. 2. Each town shall annually elect selectmen, and such officers of local police as the laws may prescribe.¹

SEC. 3. The rights and duties of all corporations shall remain as if this Constitution had not been adopted; with the exception of such regulations and restrictions as are contained in this Constitution. All judicial and civil officers now in office, who have been appointed by the General Assembly, and commissioned according to law, and all such officers as shall be appointed by the said Assembly, and commissioned as aforesaid, before the first Wednesday of May next, shall continue to hold their offices until the first day of June next, unless they shall before that time resign, or be removed from office according to law. The Treasurer and Secretary shall continue in office until a Treasurer and Secretary shall be appointed under this Constitution. All military officers shall continue to hold and exercise their respective offices until they shall resign or be removed according to law. All laws not contrary to, or inconsistent with, the provisions of this Constitution shall remain in force until they shall expire by their own limitation, or shall be altered or repealed by the General Assembly, in pursuance of this Constitution. The validity of all bonds, debts, contracts, as well of individuals as of bodies corporate, or the State, of all suits, actions, or rights of action, both in law and equity, shall continue as if no change had taken place. The Governor, Lieutenant-Governor, and General Assembly, which is to be formed in October next, shall have and possess all the powers and authorities not repugnant to, or inconsistent with, this Constitution, which they now have and possess, until the first Wednesday of May next.

SEC. 4. No judge of the Superior Court or of the Supreme Court of Errors; no member of Congress; no person holding any office under the authority of the United States; no person holding the office of Treasurer, Secretary or Comptroller; no sheriff, or sheriff's deputy shall be a member of the General Assembly.

ARTICLE XI.

OF AMENDMENTS TO THE CONSTITUTION.

Whenever a majority of the House of Representatives shall deem it necessary to alter or amend this Constitution, they may propose such alteration and amendments; which proposed amendments shall be continued to the next General Assembly, and be

¹ See amendment of 1905.

published with the laws which may have been passed at the same session ; and if two-thirds of each House, at the next session of said Assembly, shall approve the amendments proposed, by yeas and nays, said amendments shall, by the Secretary, be transmitted to the town clerk in each town in the State, whose duty it shall be to present the same to the inhabitants thereof, for their consideration, at a town meeting, legally warned and held for that purpose ; and if it shall appear, in a manner to be provided by law, that a majority of the electors present at such meetings shall have approved such amendments, the same shall be valid, to all intents and purposes, as a part of this Constitution.

Done in Convention, on the fifteenth day of September, in the year of our Lord one thousand eight hundred and eighteen, and of the Independence of the United States the forty-third.

By order of the Convention,

OLIV : WOLCOTT, *President.*

JAMES LANMAN, }
ROBERT FAIRCHILD, } *Clerks.*

AMENDMENTS TO THE CONSTITUTION.

ARTICLE I.

ADOPTED NOVEMBER, 1828.

From and after the first Wednesday of May, in the year of our Lord one thousand eight hundred and thirty, the Senate of this State shall consist of not less than eighteen nor more than twenty-four members, and be chosen by districts.

ARTICLE II.

ADOPTED NOVEMBER, 1828.

The General Assembly, which shall be holden on the first Wednesday of May, in the year one thousand eight hundred and twenty-nine, shall divide the State into districts for the choice of Senators, and shall determine what number shall be elected in each ; which districts shall not be less than eight nor more than twenty-four in number, and shall always be composed of contiguous territory, and in forming them no town shall be divided, nor shall the whole or part of one county be joined to the whole or part of another county to form a district ; regard being had to the population in said apportionment, and in forming said districts, in such manner

that no county shall have less than two senators. The districts, when established, shall continue the same until the session of the General Assembly next after the completion of the next census of the United States ; which said Assembly shall have power to alter the same, if found necessary, to preserve a proper equality between said districts, in respect to the number of inhabitants therein, according to the principles above recited ; after which said district shall not be altered, nor the number of Senators altered, except at any session of the General Assembly next after the completion of a census of the United States, and then only according to the principles above described. *J*

ARTICLE III.

ADOPTED NOVEMBER, 1828.

At the meeting of the electors on the first Monday of April, in the year one thousand eight hundred and thirty, and annually thereafter,¹ immediately after the choice of Representatives, the electors qualified by law to vote in the choice of such Representatives shall be called upon by the presiding officer in such meeting, in the several towns within their districts, respectively, to bring in their ballots for such person or number of persons to be Senator or Senators for such districts in the next General Assembly, as shall by law be allowed to such districts respectively ;¹ which person or persons at the time of holding such meetings shall belong to and reside in the respective districts in which they shall be so balloted for, as aforesaid : And each elector present at such meeting, qualified as aforesaid, may thereupon bring in his ballot or suffrage for such person or persons as he shall choose to be Senators for such district, not exceeding the number by law allowed to the same, with the name or names of such person or persons fairly written on one piece of paper.² And the votes so given shall be received, counted, canvassed, and declared in the same manner now provided by the Constitution for the choice of Senators. The person or persons, not exceeding the number by law allowed to the districts in which such votes shall be given in, having the highest number of votes, shall be declared to be duly elected for such districts : But in the event of an equality of votes between two or more of the persons so voted for, the House of Representatives shall, in the manner provided for by the Constitution, designate which of such person or persons shall be declared to be duly elected.

¹ Altered by amendments of 1875 and 1884.

² Altered by amendment of 1836.

ARTICLE IV.

ADOPTED NOVEMBER, 1832.

There shall annually¹ be chosen and appointed a Lieutenant-Governor, a Treasurer, and Secretary, in the same manner as is provided in the second section of the fourth article of the Constitution of this State, for the choice and appointment of a Governor.

ARTICLE V.

ADOPTED NOVEMBER, 1836.

A Comptroller of Public Accounts shall be annually¹ chosen by the electors, at their meeting in April, and in the same manner as the Treasurer and Secretary are chosen, and the votes for Comptroller shall be returned to, counted, canvassed, and declared by the Treasurer and Secretary.

ARTICLE VI.

ADOPTED NOVEMBER, 1836.

The electors in the respective towns, on the first Monday of April¹ in each year, may vote for Governor, Lieutenant-Governor, Treasurer, Secretary, Senators, and Representatives in the General Assembly successively, or for any number of said officers at the same time, and the General Assembly shall have power to enact laws regulating and prescribing the order and manner of voting for said officers, and also providing for the election of Representatives at some time subsequent to the first Monday of April in all cases when it shall so happen that the electors in any town shall fail on that day to elect the Representative or Representatives to which such town shall be by law entitled: *Provided*, that in all elections of officers of the State, or members of the General Assembly, the votes of the electors shall be by ballot, either written or printed.

ARTICLE VII.

ADOPTED OCTOBER, 1838.

A sheriff shall be appointed in each county by the electors therein, in such manner as shall be prescribed by law, who shall hold his office for three years,² removable by the General Assembly, and shall become bound with sufficient sureties to the Treasurer of the State for the faithful discharge of the duties of his office.

¹ Altered by amendments of 1875 and 1884.² Altered by amendment of 1886.

ARTICLE VIII.

ADOPTED OCTOBER, 1845.

Every white¹ male citizen of the United States, who shall have attained the age of twenty-one years, who shall have resided in this State for a term of one year next preceding, and in the town in which he may offer himself to be admitted to the privileges of an elector, at least six months next preceding the time he may so offer himself,² and shall sustain a good moral character, shall, on taking such oath as may be prescribed by law, be an elector.

ARTICLE IX.

ADOPTED OCTOBER, 1850.

The Judges of Probate shall be appointed by the electors residing in the several probate districts, and qualified to vote for Representatives therein, in such manner as shall be prescribed by law.³

ARTICLE X.

ADOPTED OCTOBER, 1850.

The Justices of the Peace for the several towns in this State shall be appointed by the electors in such towns; and the time and manner of their election, the number for each town, and the period for which they shall hold their offices, shall be prescribed by law.

ARTICLE XI.

ADOPTED OCTOBER, 1855.

Every person shall be able to read any article of the Constitution, or any section of the Statutes of this State, before being admitted an elector.⁴

ARTICLE XII.

ADOPTED OCTOBER, 1856.

The Judges of the Supreme Court of Errors, and of the Superior Court, appointed in the year 1855, and thereafter, shall hold their offices for the term of eight years, but may be removed by impeachment; and the Governor shall also remove them on the address of two-thirds of each House of the General Assembly. No Judge of the Supreme Court of Errors, or of the Superior Court, shall be capable of holding office after he shall arrive at the age of seventy years.

¹ Altered by amendment of 1876.

² Altered by amendment of 1876.

³ Altered by amendment of 1855.

⁴ Altered by amendment of 1897.

ARTICLE XIII.

ADOPTED AUGUST, 1864.

[Every elector of this State who shall be in the military service of the United States, either as a drafted person or volunteer, during the present rebellion, shall when absent from this State, because of such service, have the same right to vote in any election of State officers, Representatives in Congress, and electors of President and Vice-President of the United States, as he would have if present at the time appointed for such election, in the town in which he resided at the time of his enlistment into such service. This provision shall in no case extend to persons in the regular army of the United States, and shall cease and become inoperative and void upon the termination of the present war.

The General Assembly shall prescribe, by law, in what manner and at what time the votes of electors absent from this State, in the military service of the United States, shall be received, counted, returned, and canvassed.]¹

ARTICLE XIV.

ADOPTED OCTOBER, 1873.

All annual and special sessions of the General Assembly shall, on and after the first Wednesday of May, A. D. 1875, be held at Hartford, but the person administering the office of Governor may, in case of special emergency, convene said Assembly at any other place in this State.

ARTICLE XV.

ADOPTED OCTOBER, 1874.

The House of Representatives shall consist of electors residing in towns from which they are elected. Every town which now contains, or hereafter shall contain, a population of five thousand, shall be entitled to send two representatives, and every other one shall be entitled to its present representation in the General Assembly. The population of each town shall be determined by the enumeration made under the authority of the census of the United States next before the election of Representatives is held.

ARTICLE XVI.

ADOPTED OCTOBER, 1875.

SECTION 1. A general election for Governor, Lieutenant-Governor, Secretary of State, Treasurer, Comptroller, and members of

¹ Now inoperative.

the General Assembly, shall be held on the Tuesday after the first Monday of November, 1876, and annually thereafter, for such officers as are herein and may be hereafter prescribed.¹

SEC. 2. The State officers above named, and the Senators from those districts having even numbers, elected on the Tuesday after the first Monday of November, 1876, and those elected biennially thereafter on the Tuesday after the first Monday of November, shall respectively hold their offices for two years from and after the Wednesday following the first Monday of the next succeeding January. The Senators from those districts having odd numbers elected on the Tuesday after the first Monday of November, 1876, shall hold their offices for one year from and after the Wednesday following the first Monday of January, 1877; the electors residing in the senatorial districts having odd numbers shall, on the Tuesday after the first Monday of November, 1877, and biennially thereafter, elect Senators who shall hold their offices for two years from and after the Wednesday following the first Monday of the next succeeding January. The Representatives elected from the several towns on the Tuesday after the first Monday of November, 1876, and those elected annually thereafter, shall hold their offices for one year from and after the Wednesday following the first Monday of the next succeeding January.¹

SEC. 3. There shall be a stated session of the General Assembly in Hartford on the Wednesday after the first Monday of January, 1877, and annually¹ thereafter on the Wednesday after the first Monday of January.

SEC. 4. The persons who shall be severally elected to the State offices and General Assembly on the first Monday of April, 1876, shall hold such offices only until the Wednesday after the first Monday of January, 1877.

SEC. 5. The General Assembly elected in April, 1876, shall have power to pass such laws as may be necessary to carry into effect the provisions of this amendment.

ARTICLE XVII.

ADOPTED OCTOBER, 1875.

The General Assembly shall have power, by a vote of two-thirds of the members of both branches, to restore the privileges of an elector to those who may have forfeited the same by a conviction of crime.

¹ Altered by amendment of 1884.

ARTICLE XVIII.

ADOPTED OCTOBER, 1876.

In case a new town shall hereafter be incorporated, such new town shall not be entitled to a Representative in the General Assembly unless it has at least twenty-five hundred inhabitants, and unless the town from which the major portion of its territory is taken has also at least twenty-five hundred inhabitants; but until such towns shall each have at least twenty-five hundred inhabitants, such new town shall, for the purpose of representation in the General Assembly, be attached to and be deemed to be a part of, the town from which the major portion of its territory is taken, and it shall be an election district of such town for the purpose of representation in the House of Representatives.

ARTICLE XIX.

ADOPTED OCTOBER, 1876.

The provisions of Section 2, Article IV. of the Constitution, and of the amendments thereto, shall apply, *mutatis mutandis*, to all elections held on the Tuesday after the first Monday of November, 1876, and annually thereafter.

ARTICLE XX.

ADOPTED OCTOBER, 1876.

Judges of the Courts of Common Pleas and of the District Courts, shall be appointed for terms of four years. Judges of the City Courts and Police Courts shall be appointed for terms of two years.

ARTICLE XXI.

ADOPTED OCTOBER, 1876.

Judges of Probate shall be elected by the electors residing in their respective districts on the Tuesday after the first Monday of November, 1876, and biennially thereafter. Those persons elected Judges of Probate on the Tuesday after the first Monday of November, 1876, and those elected biennially thereafter, shall hold their offices for two years from and after the Wednesday after the first Monday of the next succeeding January. Those persons elected Judges of Probate on the first Monday of April, 1876, shall hold their offices only until the Wednesday after the first Monday of January, 1877.

ARTICLE XXII.

ADOPTED OCTOBER, 1876.

The compensation of members of the General Assembly shall not exceed three hundred dollars per annum, and one mileage each way for each session, at the rate of twenty-five cents per mile.¹

ARTICLE XXIII.

ADOPTED OCTOBER, 1876.

That Article VIII. of the amendments to the Constitution be amended by erasing the word "white" from the first line.

ARTICLE XXIV.

ADOPTED OCTOBER, 1877.

Neither the General Assembly nor any County, City, Borough, Town or School District shall have power to pay or grant any extra compensation to any public officer, employe, agent, or servant, or increase the compensation of any public officer or employe, to take effect during the continuance in office of any person whose salary might be increased thereby, or increase the pay or compensation of any public contractor above the amount specified in the contract.

ARTICLE XXV.

ADOPTED OCTOBER, 1877.

No County, City, Town, Borough, or other municipality shall ever subscribe to the capital stock of any railroad corporation, or become a purchaser of the bonds, or make donation to, or loan its credit, directly or indirectly, in aid of any such corporation; but nothing herein contained shall affect the validity of any bonds or debts incurred under existing laws, nor be construed to prohibit the General Assembly from authorizing any Town or City to protect, by additional appropriations of money or credit, any railroad debt contracted prior to the adoption of this amendment.

ARTICLE XXVI.

ADOPTED OCTOBER, 1880.

The Judges of the Supreme Court of Errors, and of the Superior Court, shall, upon nomination of the Governor, be appointed by the General Assembly, in such manner as shall by law be prescribed.

¹ Altered by amendment of 1884.

ARTICLE XXVII.

ADOPTED OCTOBER, 1884.

SECTION 1. A general election for Governor, Lieutenant-Governor, Secretary, Treasurer, Comptroller, and members of the General Assembly, shall be held on the Tuesday after the first Monday of November, 1886, and biennially thereafter for such officers as are herein and may be hereafter prescribed.

SEC. 2. The State officers above named, and members of the General Assembly, elected on the Tuesday after the first Monday of November, 1886, and those elected biennially thereafter on the Tuesday after the first Monday of November, shall hold their respective offices from the Wednesday following the first Monday of the next succeeding January until the Wednesday after the first Monday of the third succeeding January, and until their successors are duly qualified.

SEC. 3. The compensation of members of the General Assembly shall not exceed three hundred dollars for the term for which they are elected, and one mileage each way for the regular session, at the rate of twenty-five cents per mile; they shall also receive one mileage, at the same rate, for attending any extra session called by the Governor.

SEC. 4. The regular sessions of the General Assembly shall commence on the Wednesday following the first Monday of the January next succeeding the election of its members.

SEC. 5. The Senators elected on the Tuesday after the first Monday of November, 1885, shall hold their offices until the Wednesday after the first Monday of January, 1887.

ARTICLE XXVIII.

ADOPTED OCTOBER, 1886.

Sheriffs shall be elected in the several counties, on the Tuesday after the first Monday of November, 1886, and quadrennially thereafter, for the term of four years, commencing on the first day of June following their election.

ARTICLE XXIX.

ADOPTED OCTOBER, 1897.

Every person shall be able to read in the English language any article of the Constitution or any section of the statutes of this State before being admitted an elector.

ARTICLE XXX.

ADOPTED OCTOBER, 1901.

In the election for Governor, Lieutenant-Governor, Secretary, Treasurer, Comptroller, and Attorney-General, the person found by the General Assembly, in the manner provided in the fourth article of the Constitution of this State, to have received the greatest number of votes for each of said offices respectively, shall be declared by said Assembly to be elected. But if two or more persons shall be found to have an equal and the greatest number of votes for any of said offices, then the General Assembly, on the second day of its session, by joint ballot of both houses, shall proceed without debate to choose said officer from a list of the names of the persons found to have an equal and greatest number of votes for said office.

ARTICLE XXXI.

ADOPTED OCTOBER, 1901.

SECTION 1. From and after the Wednesday after the first Monday of January, 1905, the Senate shall be composed of not less than twenty-four and not more than thirty-six members, who shall be elected at the electors' meetings held biennially on the Tuesday after the first Monday in November.

SEC. 2. The General Assembly which shall be held on the Wednesday after the first Monday of January, 1903, shall divide the State into senatorial districts, as hereinafter provided; the number of such districts shall not be less than twenty-four nor more than thirty-six, and each district shall elect only one Senator. The districts shall always be composed of contiguous territory, and in forming them regard shall be had to population in the several districts, that the same may be as nearly equal as possible under the limitations of this amendment. Neither the whole or a part of one county shall be joined to the whole or a part of another county to form a district, and no town shall be divided, unless for the purpose of forming more than one district wholly within such town, and each county shall have at least one Senator. The districts, when established as hereinafter provided, shall continue the same until the session of the General Assembly next after the completion of the next census of the United States, which General Assembly shall have power to alter the same, if found necessary to preserve a proper equality of population in each district, but

only in accordance with the principles above recited; after which said districts shall not be altered, nor the number of Senators altered, except at a session of the General Assembly next after the completion of a census of the United States, and then only in accordance with the principles hereinbefore provided.

ARTICLE XXXII.

ADOPTED OCTOBER, 1905.

Each town shall, annually, or biennially, as the electors of the town may determine, elect selectmen and such officers of local police as the laws may prescribe.

ARTICLE XXXIII.

ADOPTED OCTOBER, 1905.

Voting machines or other mechanical devices for voting may be used in all elections in this state, under such regulations as may be prescribed by law; provided, however, that the right of secret voting shall be preserved.

ARTICLE XXXIV.

ADOPTED 1911-1912.

In case of the death, resignation, refusal to serve, inability to perform the powers and duties of his office, or removal from office of the governor, or of his impeachment or absence from the state, the lieutenant-governor shall exercise the powers and authority appertaining to the office of governor, until another be chosen at the next periodical election for governor, and be duly qualified; or until the disability be removed, or until the governor, impeached or absent, shall be acquitted or return.

ARTICLE XXXV.

ADOPTED 1911-1912.

The General Assembly shall adjourn *sine die* not later than the first Wednesday after the first Monday in June following its organization.

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THE STATE. SUGGESTIONS FOR STUDY FOR CHAPTERS V, VI, VII, VIII

SEPTEMBER

1. THE CIVIC HISTORY OF CONNECTICUT

a. Outline for Study.—

- Settlement of the three river towns.
- Cause of this migration.
- Settlement of Saybrook.
- Settlement of New Haven.
- Connecticut Colony and the first written charter.
- New Haven Colony.
- The two colonies compared.
- The beginning of union.
- The two colonies until the charter.
- The town.
- The charter and the union.
- Andros and the charter.
- Growth and development.
- The Wyoming Colony.
- The Western Reserve.

b. Things to Do.—

- Locate each place mentioned.
- Visit, if possible, the State capitol at Hartford, and see the chair made from the Charter Oak.
- Find when and by whom your town was first settled.
- Visit some of the oldest buildings.
- Dramatize "Andros and the Charter."

c. Things for the Note-book.—

- Draw a map of Connecticut and locate on the map the first settlements as you study them.
- Copy into your note-book the map showing the territory once claimed by Connecticut.

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Date of settlement of your town.

Secure or draw a picture of one or more of the oldest buildings.

State the influence of Hooker, Winthrop, Davenport.

Compare the ideals of these men.

Visit local library and from books on town history select several town history facts for your note-book.

List the names of some of the most noted men in the past history of your town.

d. Words and Phrases to be Defined.—

| | | | | |
|----------------------|---------------------------------|------------------|------------|----------|
| colony | emigrants | aristocratic | democratic | ec- |
| clesiastical | patrons | Mosaic Code | magistrate | |
| confederation | taxation without representation | suffrage | | |
| fidelity | commonwealth | reconstruction | Scriptures | |
| nucleus | internal | codification | code | fabulous |
| Blue Laws | diplomatic | corporate | debate | of- |
| ficiofusly relighted | homogeneous | Western Reserve. | | |

OCTOBER

2. THE CIVIC HISTORY OF CONNECTICUT, CONTINUED.

a. Outline for Study.—

The Pequot War.

King Philip's War.

Queen Anne's War.

King George's War.

French and Indian War.

Connecticut in the Revolution.

The Federal Constitution.

The Connecticut Constitution of 1818.

Connecticut in the Civil War.

Notable events in Connecticut history.

b. Things to Do.—

Look these same topics up in other histories.

Locate the places where Connecticut men fought.

Visit the cemeteries in your town, and observe the flags over the soldiers' graves.

Visit the soldiers' monument, if any in your town.

Visit the war relics, if possible, at the capitol in Hartford.

c. Things for Note-book.—

State the cause of each of the above-mentioned wars.

Search the town histories for the names or number of men from your town who went to these wars.

Copy several inscriptions from the stones over soldiers' graves in the cemeteries of your town.

Copy into your note-book the inscriptions on the soldiers' monument, if any, on the town green.

Names of men from your town now serving in the army or navy.

Names of men in your town who have seen actual service in war on land or sea.

Number of men now enrolled in the State militia from your town.

Write, after reading in several books, a short account of Nathan Hale.

Secure or draw pictures of anything in your town that you can which pertains to its military history.

d. Words and Phrases to be Defined.—

| | | | |
|---------------------|------------|------------|------------|
| exterminated | quota | campaign | Stamp Act |
| trial by jury | delegate | exigencies | compromise |
| regiment | infantry | volunteers | militia |
| squadron of cavalry | holy acre. | | privates |

NOVEMBER

3. STATE GOVERNMENT. LEGISLATIVE DEPARTMENT**a. Outline for Study.—**

The citizen.

The elector.

Legislative power.

The General Assembly.

The Senate.

House of Representatives.

Committees.

How the laws are made.

b. Things to Do.—

If even year secure sample copy of ballot used at November election in your town.

Teacher may arrange a model election of the town, county, and State officers for the purpose of illustrating polls, booths, secret ballot.

Secure copies of some State laws and debate their value as they stand, e. g., some of the game laws. Draft an amendment.

c. Things for Note-book.—

Draw a map of State and outline your town in red.

Indicate principal rivers, and steam and trolley lines in the State.

Indicate senatorial districts.

Names of representatives from your town may be printed on the map of the town.

In your note-book list some things which you think your representatives should work for.

Put into your book the motto and seal of your State.

Copy into your book one State law respecting attendance at school.

Secure and put in your book a picture of the State capitol building.

d. Words and Phrases to be Defined.—

Senatorial districts convene impeachment *ex officio*.

DECEMBER

4. THE EXECUTIVE DEPARTMENT

a. Outline for Study.—

The Governor.

The Lieutenant-Governor.

The Secretary of State.

The State Treasurer.

The Comptroller.

Attorney-General.

b. Things to Do.—

Secure copies of the Governor's proclamations.

From the items in the papers endeavor to discover the Governor's views on State matters.

A pupil who is perfect in attendance for a year may secure a certificate of perfect attendance signed by the Governor.

Find what is meant by "The Governor's Staff."

To what party does the Governor belong?

There are several parties in the State. Find out for what each stands.

c. Things for the Note-book.—

Name of Governor and other State officers.

List the things the State does for your town.

Amount of tax your town pays the State each year.

List the ways the State helps your school.

Copy one article from the State constitution which seems to you of special interest.

List the names of the last four governors of Connecticut.

Secure a picture of the Governor.

d. Words and Phrases to be Defined.—

| | | | |
|-----------------|---------------|--------|-----------------------|
| executive | resignation | fiscal | board of equalization |
| forty shillings | adulteration. | | |

JANUARY

5. THE EXECUTIVE DEPARTMENT, CONTINUED

a. Outline for Study.—

State Commissions.

Compensation Commissioners.

Insurance Commissioner.

Public Utilities Commission.

Bank Commissioners.

State Board of Education.

Board of Pardons.

State Board of Health.

Highway Commissioner.

State Board of Charities.

Commissioner of Labor and Factory Inspection.

Board of Agriculture.

Dairy and Food Commissioner.

Fish and Shell-fish Commissioners.

Commissioners of Pharmacy.

County Commissioners.

Tax Commissioner.

b. Things to Do.—

Cut from the papers decisions of the compensation commissioner for your county.

Find an account of work done by the Public Utilities Commission.

In what ways is the State Board of Education represented in your town?

In what way does the State Board of Health affect your town or school?

Find the number of miles of State road in your town. Under whose control is this road?

When you visit a drug store look for the license from the Pharmacy Commissioners.

c. Things for Note-book.—

(Consult the *State Register and Manual* for information.)

Name of Compensation Commissioner for your county.

Name of Highway Commissioner, Tax Commissioner.

If a man were injured in a mill in your town, to which commission might the question of damages go?

If the people of your town wish gates at a railroad crossing and the railroad company refuses to put them in, to which commission might the people appeal?

Debate the question as to whether the tax paid by the town to the State is adequate for the value received from the State. List the points on each side in the note-book.

d. Words and Phrases to be Defined.—

| | | | |
|--------------|-----------|------------------|-------------|
| compensation | insurance | public utilities | State |
| prison | epidemic | contagious | pharmacy |
| sculpture | turnpike | finance | shell-fish. |

FEBRUARY

6. THE JUDICIAL DEPARTMENT

a. Outline for Study.—

Justices' courts.

Town, borough, police, and city courts.

District courts.

Courts of common pleas.

Probate court.

Superior court.
Supreme court.
The militia.
State revenue.

b. Things to Do.—

Attend a hearing, if possible, before the local court of the Justice of the Peace.

If in a borough attend a bailiff or police court hearing. (These visits should be made with the teacher or some grown person.)

Teacher may organize a model trial, without jury, and with jury, to illustrate the method.

Observe local papers for probate notices.

Locate the several State institutions.

c. Things for the Note-book.—

Write up a case that has recently come before the local court.

State the difference between civil and criminal suits.

List the matters that may come before the probate court.

Write out the process of arrest and trial in your local court.

List the names of the local grand jurors, constable, and justices of the peace.

Cut from local paper one or more probate notices and paste into your note-book.

Names of children from your town in county home.

Secure pictures of the State institutions.

d. Words and Phrases to be Defined.—

| | | |
|-----------------------|-------------------------|----------------|
| original jurisdiction | concurrent jurisdiction | appellate |
| jurisdiction | indigent | company of men |
| brigade | personal tax. | |

MARCH

7. EDUCATION IN CONNECTICUT

a. Outline for Study.—

Early provision for schools.

The school system.

District organization.

Town management.

Free text-books.

Support of schools.
 Compulsory education.
 Instruction, attendance, and employment, of children.
 Academies.
 High schools.
 Normal schools.
 Trade schools.
 Evening schools.
 Colleges.
 Free Public Libraries.
 State supervision of public schools.

b. Things to Do.—

Visit the academy building, if any, in your town.
 Visit the high school in your town or in the nearest town.
 Visit the public library in your town.

Ask your superintendent or supervisor to tell your school something of his duties, and of the management of the schools in your town, borough, or city.

Ask your teacher to tell you where to find accounts of schools in Connecticut after the Revolution, or before.

Ask your father or mother to tell you about the schools they attended.

c. Things for Note-book.—

Draw a map of the town and locate the school buildings and the library.

Write out what you think is the purpose of school.

List the equipment of your school. What else do you think it needs?

Secure or draw pictures of the school buildings in your town for your note-book.

List the names of the committee, board of education, board of school visitors or town school committee in your town. Be very sure as to how the schools in your town or city are managed.

Write the names of people from your town who are in college, in normal school, in high school. (If you live in a city, write the names of a few in your ward.)

Write in your note-book the names of pupils in your school who are frequently late.

Write the name of the truant agent who visits your town or ward.

d. Words and Phrases to be Defined.—

university college district course of study
 teacher pupil scholar education free text-
 books compulsory education penalty session
 truant certificate truant agent academy high
 school tuition transportation normal school
 trade school evening school college supervision
 inspection.

APRIL

8. STATE INSTITUTIONS AND OTHER DATA**a. Outline for Study.—**

State institutions.
 Armories.
 The United States Government.
 Indians.
 Means of communication.
 Transportation.

b. Things to Do.—

Through the office of the State Board of Education, the teacher can secure a copy of the catalogue, or report of most of the State institutions. From these catalogues and reports, useful information may be secured. Some information is given in the *State Register and Manual*.

If possible, visit the State Capitol and library.

Teacher can tell class of the work of the normal schools.

The work of the postoffice and the rural or village, or city carrier can be studied carefully.

The use of a postage stamp may be considered.

Some data of local Indian traditions may be secured.

Often Indian arrows can be secured or borrowed.

Study and explain the operation of the telegraph and the telephone.

If possible, visit the office of a newspaper and see the press at work.

If on the coast or near the coast, observe the lighthouses.

Study the means of transportation in the local community.

c. Things for the Note-book.—

Tabulate some data for each State institution.

Secure pictures of as many as possible.

Write a few lines about the work of the local grange.

List the names of all the soldiers in your community who have served in war. State what war.

Name of the local postmaster and mail carrier.

Give the rates of postage of the several classes of mail.

Draw a picture of an Indian canoe. Name the streams in your town on which an Indian might be able to sail his canoe.

What are the local telephone rates? What is the name of the local company? Give some rules of "Telephone etiquette."

Give the telegraph rates and the name of the telegraph company. Explain "Night Letter."

Give the name and a clipping from your local paper. State paper.

Name the trolley and steam companies operating in the State. The steamboat companies.

MAY

9. STATE CONSTITUTION

a. Outline for Study.—

The Constitution may be taken in class for reading and discussion.

Wherever note is made of alteration by amendment, consult the amendment.

It is not intended to require pupils to memorize the facts of the Constitution but to read and discuss it intelligently.

b. Things to Do.—

Commit to memory three or four sections that are fundamental, such as, Article I, Section 11. "The property of no person shall be taken for public use without just compensation therefor."

If you live in a borough or city, compare your borough or city charter with the State Constitution and note that the borough and city charters do not conflict with the Constitution in any particular.

Learn how amendments to the Constitution can be made.

c. Things for the Note-book.—

Copy into your note-book Section 2 under Article I.

Copy five other sections which appeal to you as very important.

Copy two of the shorter amendments which seem to you very important.

d. Words and Phrases to be Defined.—

preamble inherent bailable habeas corpus emolument
ments *pro tempore* *ex officio* supreme court of errors
treason levying *mutatis mutandis*.

JUNE

10. REVIEW OF GOVERNMENT ACCORDING TO THE FOLLOWING OUTLINE**a. Outline for Study.—**

All civilized people have three great needs: *food, shelter, and clothing*. Laws are made for two purposes, *protection and advantage*, while people toil for food, shelter, and clothing. It is true that some have more leisure than others. This may be an advantage or a disadvantage, according to the individual.

The whole scheme of government is summed up in the following:—

(1) In any community, laws are made for two purposes:**(a) The protection of**

Health.

Person.

Property.

Reputation.

Rights and privileges.

Right to vote, privilege in choice of occupation.

(b) To secure advantages.

Schools, roads, bridges, street lights, etc.

(2) When people make rules or laws, it is necessary to employ other people to put them into effect, hence there are

Town officers.

Borough officers.

City officers.

County officers.

State officers.

(3) When people are employed, the material and labor must be paid for, hence:

Town taxes.

Borough taxes.

City taxes.

County taxes.

State taxes.

b. Things to Do.—

With the above outline before you, trace out in detail for your community, and, in general, for the city, county, and State, what is done.

1. For the protection of health, person, property, reputation, rights and privileges of people.
2. To secure advantages.

c. Things for the Note-book.—

In connection with each of the above topics list briefly what is done, give an example of one rule or law, list by name the officers who have a part in putting the law into effect, and state the approximate cost in your town, borough, or city ward.

Note:—Refer to data already collected in your note-book for part of this work.

d. References.—

In connection with the Civic History of Connecticut, see

A History of Connecticut, Sanford.

Historic Towns of the Connecticut River Valley, Roberts.

A History of Connecticut, Clark.

Once Upon a Time in Connecticut, Newton.

In connection with the study of State Government, see

Preparing for Citizenship, Guitteau.

FURTHER SUGGESTIONS

In connection with the protection of health, it is expected that every possible scheme in use in connection with public health and sanitation be mentioned for the community, and that the health department be traced through the town, borough, city, county, and State government, giving the names of the respective health officers, and explaining their activities, and finally giving the cost, especially for the community or town. The work in connection with the community can be made very real by the use of real illustrations taken from actual happenings. It is intended that work outside the department of the health officer be considered, such as sewers, fly campaigns, etc.

In connection with the protection of *person*, as with each of the others the question of courts is included.

In the study of State government week by week, review the work on town study. Correlate this closely with the study of State government.

APPENDIX.

THE FUNDAMENTAL ORDERS OF CONNECTICUT.

1638(9).

The first written constitution that created a government.

FORASMUCH as it hath pleased the Allmighty God by the wise disposition of his diuine p^rouidence so to Order and dispose of things that we the Inhabitants and Residents of Windsor, Hartford and Wethersfield are now cohabiting and dwelling in and vpon the River of Conectecotte and the Lands thereunto adioyning; And well knowing where a people are gathered together the word of God requires that to mayntayne the peace and vnion of such a people there should be an orderly and decent Gouverment established according to God, to order and dispose of the affayres of the people at all seasons as occation shall require; doe therefore assotiate and conioyne our selues to be as one Publike State or Comonwelth; and doe, for our selues and our Successors and such as shall be adioyned to vs att any tyme hereafter, enter into Combination and Confederation together, to mayntayne and p^rsearue the liberty and purity of the gospell of our Lord Jesus w^{ch} we now p^rfesse, as also the disciplyne of the Churches, w^{ch} according to the truth of the said gospell is now practised amongst vs; As also in o^r Ciuell Affaires to be guided and gouerned according to such Lawes, Rules, Orders and decrees as shall be made, ordered & decreed, as followeth:—

1. It is Ordered, sentenced and decreed, that there shall be yerely two generall Assemblies or Courts, the one the second thursday in Aprill, the other the second thursday in September, following; the first shall be called the Courte of Election, wherein shall be yerely Chosen frō tyme to tyme soe many Mages- trats and other publike Officers as shall be found requisitte: Whereof one to be chosen Gouvernor for the yeare ensueing and

untill another be chosen, and noe other Magistrate to be chosen for more than one yeare; p^rvided allwayes there be sixe chosen besids the Gouvernour; wth being chosen and sworne according to an Oath recorded for that purpose shall haue power to administer iustice according to the Lawes here established, and for want thereof according to the rule of the word of God; wth choise shall be made by all that are admitted freemen and haue taken the Oath of Fidellity, and doe cohabitte wthin this Jurisdiction, (hauing beene admitted Inhabitants by the maior p^rt of the Towne wherein they liue,) or the mayor p^rte of such as shall be then p^rsent.

2. It is Ordered, sentenced and decreed, that the Election of the aforesaid Magistrats shall be on this manner: euery p^rson p^rsent and quallified for choyse shall bring in (to the p^rsons deputed to receave thē) one single pap^r wth the name of him written in yt whom he desires to haue Gouvernour, and he that hath the greatest nūber of papers shall be Gouvernour for that yeare. And the rest of the Magistrats or publike Officers to be chosen in this manner: The Secretary for the tyme being shall first read the names of all that are to be put to choise and then shall seuerally nominate them distinctly, and euery one that would haue the p^rson nominated to be chosen shall bring in one single paper written vppon, and he that would not haue him chosen shall bring in a blanke: and euery one that hath more written papers then blanks shall be a Magistrat for that yeare; wth papers shall be receaued and told by one or more that shall be then chosen by the court and sworne to be faythfull therein; but in case there should not be sixe chosen as aforesaid, besids the Gouvernour, out of those wth are nominated, then he or they wth haue the most written pap^rs shall be a Magistrate or Magistrats for the ensuing yeare, to make vp the foresaid nūber.

3. It is Ordered, sentenced and decreed, that the Secretary shall not nominate any p^rson, nor shall any p^rson be chosen newly into the Magistracy wth was not p^rpownded in some Generall Courte before, to be nominated the next Election; and to that end yt shall be lawfull for ech of the Townes aforesaid by their deputyes to nominate any two whō they conceaue fitte to be put to election; and the Courte may ad so many more as they judge requisitt.

4. It is Ordered, sentenced and decreed that noe p^rson be chosen Gouvernour aboue once in two yeares, and that the Gouvernour be alwayes a mēber of some approved congregation, and formerly of the

Magestracy wthin this Jurisdiction; and all the Magistrats Freemen of this Comonwelth: and that no Magistrate or other public officer shall execute any p^{te} of his or their Office before they are seuerally sworne, wth shall be done in the face of the Courte if they be p^{sent}, and in case of absence by some deputed for that purpose.

5. It is Ordered, sentenced and decreed, that to the aforesaid Courte of Election the seu'all Townes shall send their deputyes, and when the Elections are ended they may p^{ceed} in any public searvice as at other Courts. Also the other Generall Courte in September shall be for making of lawes, and any other public occation, wth concerns the good of the Comonwelth.

6. It is Ordered, sentenced and decreed, that the Gou^rnor shall, ether by himselfe or by the secretary, send out summons to the Constables of eu^r Towne for the cauleing of these two standing Courts, one month at lest before their seu'all tymes: And also if the Gou^rnor and the gretest p^{te} of the Magistrats see cause vppon any spetiall occation to call a generall Courte, they may giue order to the secretary soe to doe wthin fowerteene dayes warneing; and if vrgent necessity so require, vppon a shorter notice, giueing sufficient grownds for yt to the deputyes when they meete, or els be questioned for the same; And if the Gou^rnor and Mayor p^{te} of Magistrats shall ether neglect or refuse to call the two Generall standing Courts or ether of thē, as also at other tymes when the occations of the Comonwelth require, the Freemen thereof, or the Mayor p^{te} of them, shall petition to them soe to doe: if then yt be ether denyed or neglected the said Freemen or the Mayor p^{te} of them shall haue power to giue order to the Constables of the seuerall Townes to doe the same, and so may meete togather, and chuse to themselves a Moderator, and may p^{ceed} to do any Acte of power, wth any other Generall Courte may.

7. It is Ordered, sentenced and decreed that after there are warrants giuen out for any of the said Generall Courts, the Constable or Constables of ech Towne shall forthwth give notice distinctly to the inhabitants of the same, in some Publike Assembly or by going or sending frō howse to howse, that at a place and tyme by him or them lymited and sett, they meet and assemble thē selues togather to elect and chuse certain deputyes to be att the Generall Courte then following to agitate the afayres of the comonwelth; wth said Deputyes shall be chosen by all that are

admitted Inhabitants in the seu'all Townes and haue taken the oath of fidellity; p^uided that non be chosen a Deputy for any Generall Courte wth is not a Freeman of this Comonwelth.

The foresaid deputyes shall be chosen in manner following: euery p^{er}son that is p^{re}sent and quallified as before exp^{re}sseed, shall bring the names of such, written in seu'rall papers, as they desire to haue chosen for that Imployment, and these 3 or 4, more or lesse, being the nūber agreed on to be chosen for that tyme, that haue greatest nūber of papers written for thē shall be deputyes for that Courte; whose names shall be endorsed on the backe side of the warrant and returned into the Courte, wth the Constable or Constables hand vnto the same.

8. It is Ordered, sentenced and decreed, that Wyndsor, Hartford and Wethersfield shall haue power, ech Towne, to send fower of their freemen as deputyes to euery Generall Courte; and whatsoever other Townes shall be hereafter added to this Jurisdiction, they shall send so many deputyes as the Courte shall judge meete, a reasonable p^{ro}portion to the nūber of Freeman that are in the said Townes being to be attended therein; wth deputyes shall have the power of the whole Towne to giue their voats and allowance to all such lawes and orders as may be for the publike good, and unto wth the said Townes are to be bownd.

9. It is Ordered and decreed, that the deputyes thus chosen shall haue power and liberty to appoynt a tyme and a place of meeting together before any Generall Courte to aduise and consult of all such things as may concerne the good of the publike, as also to examine their owne Elections, whether according to the order, and if they or the gretest p^{ar}te of them find any election to be illegall they may seclud such for p^{re}sent frō their meeting, and returne the same and their reasons to the Courte; and if yt proue true, the Courte may fyne the p^{ar}ty or p^{ar}ties so intruding and the Towne, if they see cause, and giue out a warrant to goe to a newe election in a legall way, either in p^{ar}te or in whole. Also the said deputyes shall haue power to fyne any that shall be disorderly at their meetings, or for not coming in due tyme or place according to appoyntment; and they may returne the said fines into the Courte if yt be refused to be paid, and the treasurer to take notice of yt, and to estreete or leuy the same as he doth other fines.

10. It is Ordered, sentenced and decreed, that euery Generall Courte, except such as through neglecte of the Gou^{er}nor and the

greatest p^rte of Magistrats the Freemen themselves doe call, shall consist of the Gouvernor, or some one chosen to moderate the Court, and 4 other Magistrats at lest, wth the mayor p^rte of the deputies of the seuerall Townes legally chosen; and in case the Freemen or mayor p^rte of thē, through neglect or refusall of the Gouvernor and mayor p^rte of the magistrats, shall call a Courte, y^e shall consist of the mayor p^rte of Freemen that are p^rsent or their deputies, wth a Moderator chosen by thē: In wth said Generall Courts shall consist the supreme power of the Comonwelth, and they only shall haue power to make laws or repeale thē, to graunt leuyes, to admitt of Freemen, dispose of lands vndisposed of, to seuerall Townes or p^rsons, and also shall haue power to call ether Courte or Magistrate or any other p^rson whatsoever into question for any misdemeamour, and may for just causes displace or deale otherwise according to the nature of the offence; and also may deale in any other matter that concerns the good of this comonwelth, excepte election of Magistrats, wth shall be done by the whole boddy of Freemen.

In wth Courte the Gouvernour or Moderator shall haue power to order the Courte to giue liberty of spech, and silence vnseasonable and disorderly speakeings, to put all things to voate, and in case the voate be equall to haue the casting voice. But non of these Courts shall be adiorned or dissolved wthout the consent of the maior p^rte of the Court.

11. It is Ordered, sentenced and decreed, that when any Generall Courte vppon the occations of the Comonwelth haue agreed vppon any sume or somes of mony to be leuyed vppon the seuerall Townes wthin this Jurisdiction, that a Committee be chosen to sett out and appoynt w^h shall be the p^rportion of euery Towne to pay of the said leuy, p^rvided the Committees be made vp of an equall nūber out of each Towne.

14th January, 1638, the 11 Orders abouesaid are voted.¹

¹ [Until 1752, the legal year in England began March 25, not January 1. All days between January 1 and March 25 of the year which we now call 1639 were then a part of the year 1638; so that the date of the Constitution is given by its own terms as 1638, instead of 1639.]

THE GOVERNORS OF CONNECTICUT.

THESE were chosen annually until 1876, and thereafter for two years. Until John Winthrop's second election, immediate reelection was forbidden.

| | |
|--|--|
| John Haynes of Hartford | 1639, '41, '43, '45, '47, '49, '51, '53. |
| Edward Hopkins of Hartford | 1640, '44, '46, '48, '50, '52, '54. |
| George Wyllys of Hartford | 1642-43. |
| Thomas Wells of Hartford | 1655, '58. |
| John Webster of Hartford | 1656-57. |
| John Winthrop of New London | 1657, 1659-76. |
| William Leete of Guilford | 1676-83. |
| Robert Treat of Milford | 1683-98. |
| Fitz John Winthrop of New London | 1698-1708. |
| Gurdon Saltonstall of New London | 1708-25. |
| Joseph Talcott of Hartford | 1725-42. |
| Jonathan Law of Milford | 1742-51. |
| Roger Wolcott of Windsor | 1751-54. |
| Thomas Fitch of Norwalk | 1754-66. |
| William Pitkin of Hartford | 1766-69. |
| Jonathan Trumbull of Lebanon | 1769-84. |
| Matthew Griswold of Lyme | 1784-86. |
| Samuel Huntington of Norwich | 1786-96. |
| Oliver Wolcott of Litchfield | 1796-97. |
| Jonathan Trumbull of Lebanon | 1797-1809. |
| John Treadwell of Farmington | 1809-11. |
| Roger Griswold of Lyme | 1811-12. |
| John Cotton Smith of Sharon | 1812-17. |
| Oliver Wolcott of Litchfield | 1817-27. |
| Gideon Tomlinson of Fairfield | 1827-31. |
| John S. Peters of Hebron | 1831-33. |
| Henry W. Edwards of New Haven | 1833-34. |
| Samuel A. Foote of Cheshire | 1834-35. |
| Henry W. Edwards of New Haven | 1835-38. |
| William W. Ellsworth of Hartford | 1838-42. |
| Chauncey F. Cleveland of Hampton | 1842-44. |
| Roger S. Baldwin of New Haven | 1844-46. |
| Isaac Toucey of Hartford | 1846-47. |
| Clark Bissell of Norwalk | 1847-49. |
| Joseph Trumbull of Hartford | 1849-50. |
| Thomas H. Seymour of Hartford | 1850-53. |

| | |
|--|-------------------|
| Charles H. Pond of Milford | 1853-54. |
| Henry Dutton of New Haven | 1854-55. |
| William T. Minor of Stamford | 1855-57. |
| Alexander H. Holley of Salisbury | 1857-58. |
| William A. Buckingham of Norwich | 1858-66. |
| Joseph R. Hawley of Hartford | 1866-67. |
| James E. English of New Haven | 1867-69, 1870-71. |
| Marshall Jewell of Hartford | 1869-70, 1871-73. |
| Charles R. Ingersoll of New Haven | 1873-77. |
| Richard D. Hubbard of Hartford | 1877-79. |
| Charles B. Andrews of Litchfield | 1879-81. |
| Hobart B. Bigelow of New Haven | 1881-83. |
| Thomas M. Waller of New London | 1883-85. |
| Henry B. Harrison of New Haven | 1885-87. |
| Phineas C. Lounsbury of Ridgefield | 1887-89. |
| Morgan G. Bulkeley of Hartford | 1889-93. |
| Luzon B. Morris of New Haven | 1893-95. |
| O. Vincent Coffin of Middletown | 1895-97. |
| Lorin A. Cooke of Winsted | 1897-99. |
| George E. Lounsbury of Ridgefield | 1899-1901. |
| George P. McLean of Simsbury | 1901-1903. |
| Abiram Chamberlain of Meriden | 1903-1905. |
| Henry Roberts of Hartford | 1905-1907. |
| Rollin S. Woodruff of New Haven | 1907-1909. |
| George L. Lilley of Waterbury | 1909- |
| Served 3 mo., 15 days. Died in office. | |
| Frank B. Weeks of Middletown | 1909-1911. |
| Simeon E. Baldwin of New Haven | 1911-1915. |
| Marcus H. Holcomb of Southington | 1915- |

CITIES IN CONNECTICUT, WITH DATE OF INCORPORATION

| Incorporated. | Cities. | Counties. |
|----------------|-------------|-------------|
| 1784 | New Haven, | New Haven. |
| 1784 | New London, | New London. |
| 1784 | Hartford, | Hartford. |
| 1784 | Middletown, | Middlesex. |
| 1784 | Norwich, | New London. |
| 1836 | Bridgeport, | Fairfield. |
| 1853 | Waterbury, | New Haven. |

CITIES IN CONNECTICUT, WITH DATE OF INCORPORATION *(Continued)*

| Incorporated. | Cities. | Counties. |
|----------------|------------------------|-------------|
| 1867 | Meriden, | New Haven. |
| 1870 | New Britain, | Hartford. |
| 1889 | Danbury, | Fairfield. |
| 1889 | Rockville (Vernon), | Tolland. |
| 1893 | Ansonia, | New Haven. |
| 1893 | Derby, | New Haven. |
| 1893 | Norwalk, | Fairfield. |
| 1893 | Stamford, | Fairfield. |
| 1893 | Willimantic (Windham), | Windham. |
| 1895 | Putnam, | Windham. |
| 1911 | Bristol, | Hartford. |
| 1915 | Shelton, | Fairfield. |
| 1917 | Winsted, | Litchfield. |

BOROUGHS IN CONNECTICUT, WITH DATE OF INCORPORATION

| | | Incorporated. |
|-------------------------------|--------------------|--------------------|
| Stonington, | New London County, | May session, 1801 |
| Guilford, | New Haven " | Oct. session, 1815 |
| Newtown, | Fairfield " | May session, 1824 |
| West Haven (Orange), | New Haven " | " 1837 |
| Bethel, | Fairfield " | " 1844 |
| Colchester, | New London " | " 1846 |
| Wallingford, | New Haven " | " 1847 |
| Danielson (Killingly), | Windham " | " 1853 |
| Greenwich, | Fairfield " | " 1858 |
| Stafford Springs (Stafford), | Tolland " | " 1873 |
| Fair Haven East (N Haven), | New Haven " | " 1875 |
| Litchfield, | Litchfield " | Jan. session, 1879 |
| Torrington, | Litchfield " | " 1887 |
| New Canaan, | Fairfield " | " 1889 |
| Southington, | Hartford " | " 1889 |
| Branford, | New Haven " | " 1893 |
| Naugatuck, | New Haven " | " 1893 |
| Jewett City (Griswold). | New London " | " 1895 |

BOROUGHS IN CONNECTICUT, WITH DATE OF INCORPORATION (*Continued*)

| | | | Incorporated. |
|-------------------------|------------|---|---------------|
| Fenwick (Old Saybrook), | Middlesex | " | " 1899 |
| Farmington, | Hartford | " | " 1901 |
| Ridgefield, | Fairfield | " | " 1901 |
| Groton, | New London | " | " 1903 |
| Woodmont (Milford), | New Haven | " | " 1903 |
| Bantam, | Litchfield | " | " 1915 |

POPULATION OF TOWNS

| Towns. | 1900. | 1910. | Towns | 1900. | 1910. |
|----------------|--------|---------|-----------------|--------|--------|
| Andover . . | 385 | 371 | Clinton . . | 1,429 | 1,274 |
| Ansonia . . | 12,681 | 15,152 | Colchester . . | 1,991 | 2,140 |
| Ashford . . | 757 | 668 | Colebrook . . | 684 | 557 |
| Avon . . . | 1,302 | 1,337 | Columbia . . | 655 | 646 |
| Barkhamsted . | 864 | 865 | Cornwall . . | 1,175 | 1,016 |
| Beacon Falls . | 623 | 1,160 | Coventry . . | 1,632 | 1,606 |
| Berlin . . . | 3,448 | 3,728 | Cromwell . . | 2,031 | 2,188 |
| Bethany . . . | 517 | 495 | Danbury . . . | 19,474 | 23,502 |
| Bethel . . . | 3,327 | 3,792 | Darien . . . | 3,116 | 3,946 |
| Bethlehem . . | 576 | 550 | Derby . . . | 7,930 | 8,991 |
| Bloomfield . . | 1,513 | 1,182 | Durham . . . | 884 | 997 |
| Bolton . . . | 457 | 432 | Eastford . . . | 523 | 513 |
| Bozrah . . . | 799 | 861 | East Granby . | 684 | 797 |
| Branford . . | 5,706 | 6,047 | East Haddam . | 2,485 | 2,422 |
| Bridgeport . . | 70,996 | 102,054 | East Hartford . | 6,406 | 8,138 |
| Bridgewater . | 649 | 600 | East Haven . . | 1,167 | 1,795 |
| Bristol . . . | 9,643 | 13,052 | East Lyme . . | 1,836 | 1,916 |
| Brookfield . . | 1,046 | 1,101 | Easton . . . | 960 | 1,052 |
| Brooklyn . . | 2,358 | 1,858 | East Windsor . | 3,158 | 3,362 |
| Burlington . . | 1,218 | 1,319 | Ellington . . | 1,829 | 1,999 |
| Canaan . . . | 820 | 702 | Enfield . . . | 6,699 | 9,719 |
| Canterbury . . | 876 | 868 | Essex . . . | 2,530 | 2,745 |
| Canton . . . | 2,678 | 2,732 | Fairfield . . . | 4,489 | 6,134 |
| Chaplin . . . | 529 | 435 | Farmington . . | 3,331 | 3,478 |
| Chatham . . . | 2,271 | 2,390 | Franklin . . . | 546 | 527 |
| Cheshire . . . | 1,989 | 1,988 | Glastonbury . | 4,260 | 4,796 |
| Chester . . . | 1,328 | 1,419 | Goshen . . . | 835 | 625 |

POPULATION OF TOWNS (*Continued*)

| Towns. | 1900. | 1910. | Towns. | 1900. | 1910. |
|----------------|---------|---------|------------------|--------|--------|
| Granby . . | 1,299 | 1,383 | Newington . | 1,041 | 1,689 |
| Greenwich . | 12,172 | 16,463 | New London | 17,548 | 19,659 |
| Griswold . . | 3,490 | 4,233 | New Milford | 4,804 | 5,010 |
| Groton . . | 5,962 | 6,495 | Newtown . . | 3,276 | 3,012 |
| Guilford . . | 2,785 | 3,001 | Norfolk . . | 1,614 | 1,541 |
| Haddam . . | 2,015 | 1,958 | North Branford | 814 | 833 |
| Hamden . . | 4,626 | 5,850 | North Canaan | 1,803 | 2,171 |
| Hampton . . | 629 | 583 | North Haven | 2,164 | 2,254 |
| Hartford . . | 79,850 | 98,915 | North Stonington | 1,240 | 1,100 |
| Hartland . . | 592 | 544 | Norwalk . . | 19,932 | 24,211 |
| Harwinton . | 1,213 | 1,440 | Norwich . . | 24,637 | 28,219 |
| Hebron . . | 1,016 | 894 | Old Lyme . . | 1,180 | 1,181 |
| Huntington . | 5,572 | 6,545 | Old Saybrook | 1,431 | 1,516 |
| Kent . . . | 1,220 | 1,122 | Orange . . . | 6,995 | 1,272 |
| Killingly . . | 6,835 | 6,564 | Oxford . . . | 952 | 1,020 |
| Killingworth . | 651 | 660 | Plainfield . . | 4,821 | 6,719 |
| Lebanon . . | 1,521 | 1,528 | Plainville . . | 2,189 | 2,882 |
| Ledyard . . | 1,236 | 1,079 | Plymouth . . | 2,828 | 5,021 |
| Lisbon . . . | 697 | 824 | Pomfret . . . | 1,831 | 1,857 |
| Litchfield . | 3,214 | 3,005 | Portland . . | 3,856 | 3,425 |
| Lyme . . . | 750 | 746 | Preston . . . | 2,807 | 1,917 |
| Madison . . | 1,518 | 1,534 | Prospect . . . | 562 | 539 |
| Manchester . | 10,601 | 13,641 | Putnam . . . | 7,348 | 7,280 |
| Mansfield . . | 1,827 | 1,977 | Redding . . . | 1,426 | 1,617 |
| Marlborough | 322 | 302 | Ridgefield . . | 2,626 | 3,118 |
| Meriden . . | 28,695 | 36,066 | Rocky Hill . . | 1,026 | 1,187 |
| Middlebury . | 736 | 836 | Roxbury . . . | 1,087 | 837 |
| Middlefield . | 845 | 1,036 | Salem | 468 | 443 |
| Middletown . | 17,486 | 20,746 | Salisbury . . | 3,489 | 3,522 |
| Milford . . | 3,783 | 4,366 | Saybrook . . . | 1,634 | 1,907 |
| Monroe . . . | 1,043 | 1,002 | Scotland . . . | 471 | 476 |
| Montville . . | 2,395 | 2,804 | Seymour . . . | 3,541 | 4,786 |
| Morris . . . | 535 | 681 | Sharon . . . | 1,982 | 1,880 |
| Naugatuck . . | 10,541 | 12,722 | Sherman . . . | 658 | 569 |
| New Britain . | 28,202 | 43,916 | Simsbury . . . | 2,094 | 2,537 |
| New Canaan . | 2,968 | 3,667 | Somers | 1,593 | 1,653 |
| New Fairfield | 584 | 551 | Southbury . . | 1,238 | 1,233 |
| New Hartford | 3,424 | 2,144 | Southington . | 5,890 | 6,516 |
| New Haven . | 108,027 | 133,605 | South Windsor | 2,014 | 2,251 |

POPULATION OF TOWNS (*Continued*)

| Towns. | 1900. | 1910. | Towns. | 1900. | 1910. |
|----------------------------|--------|--------|----------------|---------|-----------|
| Sprague . . . | 1,339 | 2,551 | Waterbury . . | 51,139 | 73,141 |
| Stafford . . . | 4,297 | 5,233 | Waterford . . | 2,904 | 3,097 |
| Stamford . . . | 18,839 | 28,836 | Watertown . . | 3,100 | 3,850 |
| Sterling . . . | 1,209 | 1,283 | Westbrook . . | 884 | 951 |
| Stonington . . | 8,540 | 9,154 | West Hartford | 3,186 | 4,808 |
| Stratford ¹ . . | 3,657 | 5,712 | Weston . . . | 840 | 831 |
| Suffield . . . | 3,521 | 3,841 | Westport . . . | 4,017 | 4,259 |
| Thomaston . . | 3,300 | 3,533 | Wethersfield . | 2,637 | 3,148 |
| Thompson . . . | 6,442 | 4,804 | Willington . . | 885 | 1,112 |
| Tolland . . . | 1,036 | 1,126 | Wilton . . . | 1,598 | 1,706 |
| Torrington . . | 12,453 | 16,840 | Winchester . . | 7,763 | 8,679 |
| Trumbull . . . | 1,587 | 1,642 | Windham . . . | 10,137 | 12,604 |
| Union | 428 | 322 | Windsor . . . | 3,614 | 4,178 |
| Vernon | 8,483 | 9,087 | Windsor Locks | 2,997 | 3,715 |
| Voluntown . . | 872 | 779 | Wolcott . . . | 581 | 563 |
| Wallingford . . | 9,001 | 11,155 | Woodbridge . . | 852 | 878 |
| Warren | 432 | 412 | Woodbury . . . | 1,988 | 1,860 |
| Washington . . | 1,820 | 1,747 | Woodstock . . | 2,095 | 1,849 |
| Total | | | | 908,355 | 1,114,756 |

POPULATION OF CONNECTICUT COUNTIES, 1910

| | | | |
|---------------------------|---------|--------------------|-----------|
| Hartford | 250,182 | Windham | 48,361 |
| New Haven | 337,282 | Litchfield | 70,260 |
| New London | 91,253 | Middlesex | 45,637 |
| Fairfield | 245,322 | Tolland | 26,459 |
| Total for State | | | 1,114,756 |

¹ West Stratford set off to Bridgeport, 1889.

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